



CENTRAL SCHOOL BUILDING.



# Junior Year Book.



VOL. VII.

MOMENCE (ILL.) HIGH SCHOOL.

1907



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Mabel Groves,	and Civics in High School and First Yea	High School and Grades.
Agnes Barrrett,	· · · · · · · · · · · · · · · · · · ·	Grades.
Gertrude Holmes,	Fifth Year.	Grades.
Elizabeth Cleary,		Grades.
Sarah Hanson		Grades.
Agnes Peterson,	Second Year,	Grades.
	LORAINE BUILDING.	
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Lenora Garrett,		Third and Fourth Years.
Josie V. Dwyer		First and Second Years.
Tempa Newlon, .		Teacher of Music.

## Momence High School.

Synopsis of Courses of Study.

Latin and Latin-German Courses.

FRESHMAN YEAR.

English, 1 and 2. History, 1 and 2. Mathematics, 1 and 2. Latin, 1 and 2.

SOPHOMORE YEAR.

English, 3 and 4.
Mathematics, 3 and 4,
History, 3 and 4.
Latin, 3 and 4.

JUNIOR YEAR.

English, 5 and 6. Science, 5 and 6. History, 5 and 6 Latin, 5 and 6, or German 1 & 2.

SENIOR YEAR.

Science, 5 and 6, Latin, 5 and 6, or German, 3 & 4. Mathematics, 5 and 6 \* English, 7 and 8 \* or Reviews, 1 and 2\*, English-German Course.

FRESHMAN YEAR.

English, 1 and 2. History, 1 and 2. Mathematics, 1 and 2. Science, 1 and 2

SOPHOMORE YEAR.

English, 3 and 4.

Mathematics, 3 and 4.

History 3 and 4.

Commercial Branches, 3 and 4.

JUNIOR YEAR.

English, 5 and 6. Science, 3 and 4. History, 5 and 6. German, 1 and 2.

SENIOR YEAR.

Science, 5 and 6, German, 3 and 4. Mathematics, 5 and 6\*. English, 7 and 8\*. Reviews, 1 and 2. Three Year Commercial Course.

FRESHMAN YEAR.

English, 1 and 2. History, 1 and 2. Mathematics, 1 and 2. Commercial Branches, 1 and 2.

MIDDLE YEAR.

English, 3 and 4, Mathematics, 3 and 4. History, 3 and 4. Commercial Branches, 3 and 4.

SENIOR YEAR.

English, 5 and 6. History, 5 and 6. German, 1 and 2\*, Commercial Branches, 5 and 6.

#### NOTES:

- 1. \* An equivalent in Vocal Music or Drawing will be accepted in lieu of any two of the starred courses.
- 2. A course credit is 18 weeks work, five 40 minute recitations per week.
- 3. Thirty-two course credits will be required for graduation in all four year courses, and twemty-four course credits in the three year course.
- 4. To receive credit in a course an average of 75 per cent. is required. Said grade to be determined by dividing the class grade for the semester plus the semester examination grade by two, but no credit shall be given when the examination paper falls below 60 per cent.
- 5. A pupil who fails in a course, making an average of 65 per cent. or above, and not falling below 50 on the examination, may have the privilege of a special examination at the close of the next quarter of school. If his standing in this examination equals 75 per cent., he shall receive credit for the course. Otherwise he shall not receive credit without taking the course in class.
- 6. Four courses pursued at a time shall constitute full work, but pupils who carried full work the previous semester with an average grade of 85 per cent or above in each course, may be permitted to take an additional course. However, when he falls below 85 per cent. in any subject for a period of two weeks, he shall be required to drop the extra course. Exceptions to this rule shall be made only by the unanimous consent of the faculty or by a majority vote of the Board of Education.

### **Outline** of Courses.

#### Mathematics.

Course 1.—Algebra, Milne's Academic Algebra to Highest Common Divisior. Stress placen upon developing and fixing principles and processes. Insistance upon independence and accuracy in solving examples.

Course 2.—Algebra, same text to Radicals. Follow suggestions given under Course 1.

Course 3.—Plane Geometry, Sanders' Plane and Solid Geometry, Books 1 and 2, with at least 50 per cent. of the original exercises, including a laboratory book of original demonstrations of 50 exercises each bearing a certificate to the effect that the one whose work it is, has neither received nor given help in said demonstration or construction.

Course 4.—Plane Geometry, same text, Books 3, 4 and 5, with same requirements as Course 3, in originals and laboratory book.

Course 5.—Algebra, Milne's Academic. Review, Factoring and Fractions and Involution and Evolution. Radicals and Quadrates to Ratio and Proportion.

Course 6.—(a) Algebra (six weeks). Milne's Academic, Ratio and Proportion, Variations and Logarithms.

(b) Solid Geometry (twelve weeks). Sanders' Plane and Solid Geometry, books 6, 7, 8 and 9. Twenty-five per cent of the original exercises.

#### History.

Course 1.—Ancient Oriental Peoples and Greece. West's Ancient World as a text. Note books on maps and outside readings. A definite amount of outside reading equivalent to amount given in text and more at discretion of teacher. Oral reports on outside readings, and debates on important questions.

Course 2.—Rome. West's Ancient World as a text. Notes, maps, outside readings, etc., similar and equivalent to the requirements of Course 1.

Course 3.—English History. Walker's Essentials in Gnglish History as a text. Maps, notes, etc., on outside readings. Examination of original documents such as are contained in Kendall's Source Book of English History. The minimum number of pages for outside reading should be two hundred pages, exclusive of fiction and poems.

Course 4.—American History. Hart's Essential as a text. A brief review of the Periods of Exploration, Colonization and the Revolution. More intensive work on the Constitutional Period to the Civil War. Maps and notes on outside readings. Examination of original documents such as are contained in the following copies which are in our High School library: Richardson's Messages of the Presidents; Hart's Source Book of American History; Hart's American History as Told by Contemporaries; McDonald's Original Documents. Reading of references given to such works as Schouler's History of the U. S., Dewey's Financial History of the U. S., Bryce's American Commonwealth, Thwait's "The Colonies," Hart's Formation of the Union, Woodrow Wilson's Division and Reunion, Fisk's Critical Period of American History, all of which with others equally valuable are contained in our High School library.

Course 5.—American History and History of Illinois.

American History (eight weeks). Same text as used in Course 4, beginning with the Civil War and coming down to -he present time. Supplementary work similar and proportionally equivalent to the requirements for Course 4.

History of Illinois (ten weeks). Smith's History of Illinois. A careful review of the geography of Illinois.

Course 6.—Civics. James' and Sanford's Government in State and Nation, supplemented by Trowbridge's Illinois and the Nation, and such other works as time and facilities permit.

#### Commercial Branches.

Course 1.—Spelling. Five forty-minute periods a week for one semester. The Modern Business Speller will be used as a text.

COURSE 2.—Penmanship. The Palmer Business System of Penmanship will be taught for one semester. The aim will be to develop a rapid, legible, easy hand-write.

Course 3.—Commercial Geography. A suitable text book and laboratory manual will be used. Controlling Influences in the Commercial world will be a prominent feature of the course. One semester will be given to the subject.

Course 4.—Commercial Arithmetic. The Modern Commercial Arithmetic will be used as a text, and particular stress will be placed upon the solution of practical problems. One semester is the time allotted to this subject.

Course 5.—Book-keeping and Business Practice. Office Methods, Part 1, will be used for one semester. This course will familiarize the pupils with the principles of debits and credits as used in the Journal method of double entry book-keeping and with commercial papers such as notes, checks, drafts, invoices, insurance policies, leases, etc. The commercial law points relating to each transaction will be studied.

Course 6.—Book-keeping. Office Methods Part 2. In this course the pupil will become acquainted with the best up-to-date forms used in different classes of business. Each pupil will be required to keep a cash account of his earnings and expenditures from Jan. 1, to April 1, balancing the same once every two weeks.

#### English.

The aim of the English course is two-fold: to develope in the pupil the power of accurate and pleaing expression of his thoughts and to give him an appreciation of the best literature. The course in composition is designed to accomplish the first aim; the critical reading of some of the classics, the careful reading of others together with with a study of the history of English Literature is intended to accomplish the second.

The four years course is as follows:

#### COURSE I.

- 1. Composition—Description and Narration; oral and written. Three short themes a week. Text, Scott and Denny's Elementary Composition.
- 2. Classics—Julius Caesar, Shakespeare.
- 3. Outside Reading—As You Like It, or Twelfth Night and any three of the follows; Midsummer Night's Dream, Pilgrim's Progress, Lamb's Tales from Shakespeare, Irving's Sketch Book, Ruskin's King of the Golden River. Reports written in Heydrick's Reading Reports.

#### COURSE II.

- 1. Composition—Narration and Exposition, oral and written. Two or three short themes a week. Text, Scott and Denny's Elementary Composition.
- 2. Classics Ivanhoe, Sir Walter Scott.
- 3. Outside Reading—Any four of the following: Vision of Sir Launfal, Lowell; Scottish Chiefs, Porter; Prue and I, Curtis; Quentin Durward, Scott; The Talisman, Scott; The Spy, Cooper; The Pilot, Cooper, Last of the Mohicans, Cooper; Kenilworth, Scott. Reports same as Course 1.

#### COURSE III.

- 1. Composition. Two themes a week of from two to four pages. Text—Lockwood and Emerson's Rhetoric.
- 2. Classics: Washington's Farewell Address and Webster's First Punker Hill Oration.
- 3. Outside Reading—Any four of the following: The Winning of the West, Roosevelt; Up From Slavery, Booker T. Washington; The Oregon Trail, Parkman; Tom Brown at Rugby, Hughes; Ben Hur, Lew Wallace; Sohrab and Rustum, Matthew Arnold.

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This last is required if the Vision of Sir Lamfal has not been read. Reports same as Course I.

#### COURSE IV.

- 1. Composition—One theme a week of from three to six pages. Text, Lockwood and Emerson's Rhetoric. One formal debate and one formal oration.
- 2. Classics—The House of Seven Gables, Hawthorne.
- 3. Outside Reading—Any four of the following: Deserted Village, Oliver Goldsmith; Alhambra, Washington Irving; Lorna Doone, William Blackmore; De Coverly Papers, Joseph Addison; Kidnapped, R. L. Stevens.

  Reports same as Course I.

#### COURSE V.

- 1. Composition: One debate and one oration.
- 2. Text, Halleck's History of English Literature.
- 3. Classics, Macbeth, Shakespeare.
- 4. Outside Reading—Any four of the following: Selections from Spencer's Faerie Queene; Essays of Elia, Charles Lamb: King Lear, Shakespeare; Hamlet, Shakespeare; Gareth and Lynette, Lancelot and Elaine and the Passing of Authors—Tennyson; Sesame and Lilies, John Ruskin, Pickwick Papers, Charles Dickens.

  Reports same as Course I.

#### COURSE VI.

- 1. Composition—One debate and one oration.
- 2. Halleck's History of English Literature, Completed.
- 3. Classics; Milton's Minor Poems and Carlyle's Essay on Burns.
- 4. Outside Reading—The Ancient Mariner, Coleridge; and three of the following: Paradise Lost, Milton; Romola, George Eliot; \*Confessions of an Opium Eater, DeQuincey; \*Joan of Arc and the English Mail Coach, DeQuincey; Heroes and Hero Worship, Carlyle.

The last two are required unless two of the following: Sesame and Lilies; The Sketch Book and The Essays of Elia, have been read; if only one has been read, one of the two marked \* must be read.

Reports same as Course I.

#### COURSE VII.

- 1. Composition—One debate and one oration.
- 2. The Development of the Novel, Material taken from Halleck's History of English Literature, Lockwood and Emerson's Rhetoric and other reference books. No text in the hands of the pupil.
- 3. Type novel studied—Silas Marner, George Eliot.
- 4. Reading for class discussion—Henry Esmond, Thackeray; historical novel. Oliver Twist, Dickens; ethical novel. The Rise of Silas Taphorn, Howells; realistic novel. Treasure Island, R. L. Stevenson; romantic novel.
- 5. Outside Reading—Choose any four of the following: Hypatia, Kingsley; Les Miserables, Victor Hugo; Don Quixote, Cervantes; Our Mutual Friend, Dickens; Daniel Deronda, George Eliot; Vanity Fair, Thackeray; The Newcomes, Thackeray; All Sorts and Conditions of Men, Walter Besant; Marble Faun, Hawthorne; A Modern Instance, Howells.

Reports same as Course I.

Course VII. Not yet outlined.

#### Latin.

The importance of Latin in a high school curiculum is generally acknowledged.

It is valuable as a disciplinary study, because of the drill made possible by the many in-

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flected forms; it requires exact grammatical analysis, and so develops the pupils' reasoning powers. A study of Latin grammar fixes the principles of English grammar and paves the way for the later study of modern languages. English expression is improved by careful translation, since the classics selected for high school study contain many perfect examples of correct expression. Also the Latin Literature brings to us a first hand knowledge of the life of a people who have played an important part in the civilization of the world.

Four full years' work, sufficient for full entrance credit to any American college or university, are offered in this subject. The first four courses are consecutive, but the courses of

the Junior and Senior year are to be alternated.

Credit will not be allowed toward graduation for less than two full years of work, for classes entering the H. S. since 1905.

Course 1. Text—Collar and Daniell's First Year Latin. Lessons I.—XL., inclusive. Special emphasis laid upon inflections. Practice in writing forms and drill in recognizing forms at sight. The acquiring of a working vocabulary. Attention to all fundamental rules of syntax. Roman pronunciation.

#### COURSE 2.

(a) First twelve weeks.

Text—Collar and Daniell's First Year Latin. Lessons XL—LXXV. See suggestions under Course 1.

(b) Last six weeks.

Text—Collar's Gate to Caesar. Reading and translation. Application of rules of syntax by writing of short sentences, based upon the text.

Course 3. First Semester.

- (a) Text—Lowe and Ewing's Caesar. Book 2, to be read first. Book 1, chapters 1 to 35 inclusive. Study of the life of Caesar, Roman military affairs, the people of Gaul and Germany and their customs. Such reference work on these subjects as is found practicable. Special attention paid to securing the best possible idiomatic English in translations. Reading and sight translation. Study of syntax illustrated by examples from the text. Such practice as to gain familiarity with the most common and most important constructions.
- (b) Prose. Text—D'Ooge's Lation Composition, Part I. Weekly prose lessons. Particular emphasis upon those constructions weich are difficult in translation. Special study of indirect discourse in connection with the text of the Caesar, and the changing of passages from the indirect to the direct.

Course 4. Continuation of Course 2. Use Bennett's Latin Grammar. Same text. Book I, chapters XXXVI—LIV., Books III and IV. Weekly prose lessons. Course 5.

- (a) Text Allen and Greenough's Cicero. Three Orations against Catiline. Life of Cicero and his influence as an orator. Careful study of Roman political life, and its relation to the political movement of later times. Continuation of grammar study. Reading and sight translation. Comparison of the style of the orator with that of the historian.
- (b) Prose, Weekly lessons. Continuation of the work of the second year. Some practice in the writing of connected prose. Text—D'Oog's Latin Composition. Part 3.

COURSE 6

- (a) Fourth Oration against Catiline. Maritian Law and Archias. See under V.
- (a) Prose continued.

Course 7. Text—Comstock's Virgil. Book I—III. The study of the fourth year should have as its chief object the appreciation of classic poetry. Forms and constructions should need little emphasis after three years' drill, and attention must be centered upon a mastery of the meter, and the variations of poetical expression from the prose. Life of Virgil, and the characteristics of the Augustan Age. Some study of epic poetry. An extensive study

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of prosody. Roman mythology, its relation to the Greek, and its influence upon Roman life. Considerable sight translation.

COURSE 8. Comstock's Virgil, books 4 to 6. See suggestions under 7.

#### German.

Two full years of work are offered in this subject and no credit will be allowed for less than a full year's work.

Course 1. Vos' Essentials of German. Lessons I to XXV.

- (a) Drill in accentuation and pronunciation of the first importance.
- (b) Study of grammatical principles.
- (c) Many exercises illustrating German idioms, and employing words in every day use. Course 2. Vos Essentials of German. Lessons XXV—XXXIV. Reader.—Gluck Auf.
  - (a) Memorizing of easy colloquial sentences.
  - (b) Memorizing of several short German poems.
  - (c) Translation at sight and hearing. The translation of stories in the reader is accompanied by some conversation work on the text.

Course 3. Review of grammar. Text—Vos' Essentials, Thomas', Joynes-Meissner's and Bierwirth's Grammars for Reference. Translation into Idiomatic German of such exercises as are found in Thomas' Grammar, Memorizing of at least two German poems. Translation of Der Neffe als Onkel and der Schwiegersohn, or two other stories of similar difficulty.

COURSE 4. Much translation at sight and hearing (Marchen and Erzahlmegen, Part II; Kleine Geschichten; Traumereien. Es war einmal, etc. Practice in letter writing. Writing at dictation. Simple conversation based upon stories read; memorizing of two or more of the best short German poem. Translation of Hoher als die Kirche, and Die Braune Erica, or two other books.

#### Science.

Course 1—Physiology. The aim of the course in Physiology is to give a general knowledge of the anatomy and functions of the human body. In addition it should be brought out that the body is a working whole, composed of inter-dependent organs, and that each process of the internal organs plays an important part in general nutrition. Reference books used for supplementary reading. Microscopic slides are examined and some laboratory work is performed to illustrate certain facst. Time, first semester of Freshman Year.

#### OUTLINE OF COURSE.

- 1. Process of Digestion \( \) (a) Structure of organs that help in digestion. \( \) (b) Juices.
- 2. Absorption and assimilation.
- 3. Study of the circulatory system  $\begin{cases}
  (a) \text{ Composition of the blood.} \\
  (b) \text{ Structure of the organs of this system.} \\
  (c) \text{ Discussion of pulmonary circulation.}
  \end{cases}$
- 4. Study of the Respiratory System \( (a) \) Structure of the lungs.
- 5. The Nervous System (a) Structure and action of a nerve. (b) Structure of the spinal cord. (c) Sympathetic nervous system.
- 6. The Brain (a) Structure of the divisions of the brain.
  (b) Actions of the mind.
- 7. Taste, Smelling and Hearing (a) Study of the structure of the organs of taste. (b) Study of the structure of the organs of smell. (c) Study of the structure of the organs of hearing.
- 8. The Eye \ (a) Structure of the eye.
- 9. The Voice,
- 10. The Bones \( (a) Muscles. (b) Joints.

Course 2—Physical Geography. The object of this work in Physiography is to to give the pupils a knowledge of land forms, of stream work, and the processes by which they are developed. Maps and excursions play an important part in this study, in order that practical illustrations may accompany the work of the class room. The text book used is Introduction to Physical Geography by Gilbert and Brigham. Reference books are used for supplementary reading. Written reports are handed in. Time, Second semester of Freshman Year.

#### OUTLINE OF COURSE.

- 1. The Earth and Solar System } (a) Latitude and Longitude. Location of Time Belts.
  - Stream Work (b) Results of stream work.
- 2. Stream Work (b) Results of stream work. (c) Discussion of the larger river systems.
- 3. Weathering and Soils and Wind work.
  - [a] Conditions necessary to the formation of glaciers.
- 4. Glaciers [b] Study of glacial deposits. [c] Distribution of lakes, prairies, and soils. [d] Results of glacial work.
- 5. Mountains and Plateaus [b] Structure of mountains. [c] Comparison of different systems of mountains.
- 6. Volcanoes \ [a] Formation.
- 7. The Atmosphere: Study of the weight and height of the atmosphere, the temperature, and the pressure in high and low barometer regions. Daily weather reports are consulted. Curves are platted.
- 8. Climatic conditions of different countries. Study of different kinds of winds.
- 9. Comparison between the life in the ocean and that on land, and the correlation of both with man.

Courses 3 and 4. Biology. The general purposes of the courses in Biology are: To obtain some knowledge of the structure and function of plants and animals, the laws that determine their growth, and their co-relation with man. The subject develops the idterest of the pupil, his powers of observation, and enable him to make clear and logical his conclusions from these observations.

A laboratory note book for drawings, notes, and experiments is kept by the pupil. Laboratory work consists of five periods a week and recitation two periods a week.

Course 3. Zoology. The general purposes of the course in Zooloy are similar to those in Botany. The subject is introduced by the work on the insect, then the structure and functions of type forms of the different branches are examined. A little classification is done, and an effort is made to become acquainted with the representatives of our local forma. The text book used is Colton's Zoology. Descriptive and Practical; reference books are used for supplementary reading; written reports are handed in.

#### OUTLINE OF THE COURSE IN ZOOLOGY.

- I. Insecta { The Study of the Grasshopper. [a] External and internal structure The cricket and the beetle are other examples used.
- II. Crustacea Study of the Crayfish.
  [a] Field Study.
  [b] External and internal structure.
  [c] Crayfish cards are made.
- III. [a] Protozoa. Types, Paramecium, Vorticella and Amoeba.
  - [b] Porifera, Sponges.
  - [c] Coelenterata, example is the Hydra.
- IV. Annulata { Study of the Earthworm. [a] Field study. [b] External and internal structure.



PHYSICS LABORATORY.

V. Mollusca { Study of the Clam. [b] External and internal structure.

VI. Vertebrata { I. Study of the frog. [a] External and internal structure. Book work on these forms.

III. Mammalia. The rabbit is the example used. Dissection is made to show internal structure.

Course 4. Botany. In this course a general survey of the plant kingdom is made; the work is introduced by a study of the structure and functions of the seed. After this a study of the plant groups from the lowest to the highest is made. The work is treated systematically, and includes training in anatomy, structure, physiology, relation of plants to their environment, and classification.

The text book studied is Bergen's Elements of Botany, Revised Edition. Reference books are used for supplementary reading. Time, second semester of Junior year.

OUTLINE OF COURSE IN BOTANY.

- I. The Seed. Anatomy; structure and development of the seed.
- II. Roots. (a) Root Structure. (b) Experiments on osmosis.
- III. Stems. (a) Study of different types of stems. (b) Cross section of monocotyledonous stems. Example: Indian corn. (c) Cross section Dicotyledonous stems. Example: Aristolochia.
- IV. Buds. Study of types of buds and the arrangement of leaves in the bud.
- V. Leaves. (a) Shape and venation of leaves. (b) Transpiration, assimilation and photosynthesics. (c) Microscopic structure of leaves. Example: Oleander plant.
- VI. Study of flowers. (a) The structure of the flowers. Type flowers are carefully examined. (b) Fertilization is discussed. (c) Classification of flowers. (d) The fruit.
- VII. Classification of the plant kingdom. II. Thallophytes. (a) Algae. Examples studied are Pleurococcus and Spirogyra. (b) Fungi. Toadstool is the example used.
- II. Bryophytes. Example, moss plant; III, Pteridophytes. Example, the fern plant. Courses 5 and 6. Physics—Two semester courses in Physics are required of all pupils in the Senior year. The method of instruction confines the laboratory and text book recitation plans, three forty-minute periods a week being given to recitations and discussions of principles learned from the text and in the laboratory; and two eighty-minute periods being devoted to laboratory work. Our laboratory is well equipped and needed additions are made each year as funds will permit. The aim is to acquaint the student with the general laws which control the physical world and to develop in him such an attitude of mind that he will make these laws answer many valuable and interesting question which nature constantly puts to the intelligent mind.

Course 5. Physics. Text, Hoadley's Brief Course. This course will cover: Physical Forces and Units, Mechanics of Solids, Liquids and Gases and the General Principles of Sound. Three forty-minute recitation periods and two eighty-minute laboratory periods a week for eighteen weeks will be required. Many demonstrations will be performed by the teachers and numerous experiments will be worked out by pupils individually and in groups of two to four. The laboratory note books should include at least 20 quantative exercises for this course. Time: First Semester of Senior year.

Course 6. Physics. Same text. Subjects to be treated: Heat, Electricity and Magnetism and Light. Recitation periods and laboratory periods same as for course 5. At least 25 quantitative experiments performed by pupils and accurate records of same made in laboratory note books. Time: Second Semester of Senior year.

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#### System of Credits and Rankings.

Heretofore the unit of credit has been one-third of a year's work. This was in accordance with the system of credits required for admission to the State University. There has been an effort among college and high school authorities to bring about some uniform system of credits. It has been very generally established now in the Mississippi Valley at least that the unit of credit shall be one year's work in a single subject, the year consisting of not less than 36 weeks, and the number and length of recitation periods be not fewer than five forty minute recitation periods a week. In laboratory science there must be three forty-minute recitations and two eighty-minute laboratory periods a week. After the present school year one system of credits will be arranged to conform to the foregoing.

Hereafter the rankings of pupils will be changed only once a year, i. e., at the close of the school year, and the pupils will be classed as Freshmen, Sophomores, Juniors and Seniors, the rank depending upon the number of credits earned and not upon the length of time pupils have been enrolled in the High School. Sixteen year-credits will be required for graduation, and the rankings will be as follows:

| Freshmen       | . Below 3 Credits.     |
|----------------|------------------------|
| Sophomore      | .From 3 to 7 Credits.  |
| Juniors        | From 7 to 11 Credits.  |
| Seniors        | From 11 to 16 Credits. |
| Post Graduates | From 16——Credits.      |

Pupils desiring to convert their Credits according to the old system into equivalents of the new, should divide the old Credits by 3.

Credits offered by the Momence High School which receive College Entrance Credit:-

| English              | .4.             |
|----------------------|-----------------|
| Mathematics          | .3.             |
| History              | 3.              |
| Latin                | .4.             |
| German               | 2.              |
| Science              | .3.             |
| Commercial Geography | $\frac{1}{2}$ . |
|                      | -               |
|                      | $19\frac{1}{2}$ |

Credits for which College Entrance Credit is not given:

| Spelling and Penmanship1.             |
|---------------------------------------|
| Commercial Arithmetic $\frac{1}{2}$ . |
| Pook-keeping1.                        |
|                                       |

21/2

Total 22

Fifteen year-credits are required for admission to all the leading colleges and universities of the Mississippi Valley.



Jesse Wilson Gertrude Nelson Hazel Thurber Mattie Stetson Florence Smith

SENIOR B. Meryl Boyd

James Ryan

## History of the Senior Class.

By Myrtle Crosby.

Let the class prophet seek some learned sage and hear foretold the glorious future of the Class of 1907. Let the class poet linger at the shrine of the Muses until inspired to chant in sublime verse, the virtues of our illustrious class. But what source is left for the historian? To what may I turn to obtain the necessary aid in undertaking such an honorable task? Ah, there is a vault of records cherished in the heart of every teacher and pupil of the Momence High School, to which I may go and receive requisite information for compiling the history of so noted a class. Would that my feeble pen could portray these truths just as they are found in the fount of memory, springing up in the heart of every one of our number.

Long years ago, when we were still in the grades, the High School pupils, were seen shading their eyes, and peering in wonder over the banisters, at a steady glowing light which radiated from the coming class of 1907. Fortunately the teachers realized what a treasure was in their keeping, and exerted all their energies to bring out the best traits of such promising pupils—to make the light glow stronger and brighter as we passed from grade to grade. Success crowned their efforts when in June, 1903, we graduated from the grammar sehool. The High School pupils now talked in awe-stricken tones of the great event, for soon that dazzling light, at which they had peered in wonder, would be among them. Finally, after much conspiring and whispering they gently crowded the Senior Class of 1903 off the threshold of their domain, and made room for us. Thus, that day in September, 1903, when we entered High School was an eventful one for our school. Her radiance was doubled by her admission to her ranks of so favored a class, and soon every one knew that her lamp of genius had received a lasting stimulus.

Thus a class of thirty started on a brilliant career as high school pupils. To our teachers we seemed most avaricious for knowledge. We listened intently to all Algebra explanations, and became so well acquainted with the mysteries of that subject that the leading mathematicians of the world appealed to us to solve their difficult problems. Soon the whole town began to think that the Romans themselves were walking among them. The babble of the Latin language was wafted on every breeze. We harrangued with such true Italian accent that Cicero himself was said to have turned in his grave in fear lest his equals were coming at last. In Physiology we learned that everyone has a heart, but now as Seniors, we have to lament the sad misfortune of several of our members, who, by some grave accident, have lost that important organ.

Our first year in High School passed successfully by, and we advanced another step in the ranks, when one bright September morning found us Sophomores. New instructors appeared on the scene to witness with admiration our ever increasing radiance. Our geometry teacher, especially, felt so genial

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toward us that he was continually feeding us pie (II) during class time. Then like old Caesar himself he lead us triumphantly through Cisalpine and Transalpine Gaul and into the very face of the enemy, until at the close of the second year, we could say with Caesar, "I came, I saw, I conquered."

Our Junior year was even more remarkable than either of the preceding ones. By this time, our numbers were decreased to fourteen, but we were such models in deportment that the teachers thought that we no longer needed their restraining presence. Consequently a plan of self-government was adopted for us, and we, with the class of 'o6, were promoted to the Laboratory. Here peace and harmony reigned supreme, especially when we heard the patter of rubber-soled shoes in the hall. This atmosphere of freedom seemed to be all that was needed for our class to cause the rapid development of several buds of genius Cartoons were funished free of cost to keep the Freshies and Sophies in good spirits. We also had famous electricians, who kept themselves busy generating electricity with the static machine, and administering shocks to evervone in the room. The bell in the belfry above us never needed to be repaired by the janitor, for that matter was carefully attended to by members of our class. Thus, with all these duties, besides that of publishing the Year Book, which yet remains to be equalled, we were kept very busy. Still we had time to prepare our lessons so well, that when the teachers heard one regiment trooping down to class, they sank back with a sigh of relief, and began filling their grade books with tens. The High School Faculty were so well pleased with their scheme of free Democratic government, that, for the benefit of the other classes, they have placed us, eleven in number, in the North Room, as living monuments of correct deportment.

Thus, we stand today, the ideal class, to whose heights all others are in vain aspiring. It is most fitting that our Class Memorial should be a statue of the Goddess of Liberty, for, like a guiding star, she stands o'er the threshold of the future, beckoning us on to greater victories.





JUNIOR B. Clarence DuMontelle Gailard Hess
Mabel Popejoy

Herbert VanSchoyck Georgia Bigoness



JUNIOR A.

Will Parish Axe Minnie Wilmot Bessie Bennett

Axel Hanson

Margaret Nelson
nett Josephine Tiffany

Will Hayden

Margaret McMann

Frances Halpin

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## Junior Class Prophecy.

By Florence Smith.

"Come, take a trip in my airship, Come take a trip, to the stars,"

Sang a merry voice at my window. Turning, I found the singer to be Bessie Bennett, who, in her palatial air-car, was waiting for me. I suppose her name is familiar to every one as accompanist of the DuFrain Concert Company, with which she has been travelling ever since finishing her studies at college.

As I was putting on my hat, she continued, "Do you know, I've been thinking of our old classmates, and I finally decided we should go and discover their whereabouts. Are you willing?" I had been thinking of my old class only that day; so of course I was glad to accept her invitation.

We flew thru the soft warm air, away from the smoke of the cities to our old home, Momence. How familiar it all seemed! There was little change in the place, except that it had a more prosperous air. We stopped the car in front of a new, large building on which was inscribed:

"Momence Township High School."

"At last!" we cried, "Let us go in and visit the school." The principal met us at the door and we were surprised when we saw it was Gertrude Nelson, one of the objects of our search. We had quite a pleasant visit with her. She told us that Margaret was now one of the greatest elocutionists Momence had ever been blessed with. And that Hazel Thurber, whom we supposed was still interested in the study of comic supplements, such as Buster Brown, etc., had given up all such nonsense and was a prominent leader among woman-suffragists. She also informed us that Margaret McMann was residing in Stockholm, Swedeu, after a certain "Person" had finally decided that a pretty Irish girl was better than a black-eyed Spaniard, and had asked her to be his.

We went to a fine new restaurant for our dinner, the bright sign over the door announcing that it belonged to Jesse Wilson, another of our class-mates.

We went from Momence to Kankakee, where we found Clare Porter, the proprietor of a large department store. And although we wondered at first why he had selected Kankakee as his residence, we were enlightened when we saw a stylish young lady with golden hair pass, and he sighed, and murmured, "and still I hope against hope."

That evening we attended the theatre, and in glancing over the program saw at the head, the name of William Parish, Jr., as leading man. The first violin of the orchestra was played by another of the class of '08, Josephine Tiffany. After the play we went to speak to them both, and they seemed as delighted to see us as we were to see them. Will told us that Jamie Ryan was a great lawyer now living in Michigan, because Gretchen couldn't possibly leave that dear old State; and that Axel Hanson was now studying in a theological college.

We were succeeding finely, and although we had no idea of where to go next, we thought we'd sail somewhere. So we started out, and just as we had gotten well into the country, one of the screws of the mechanism of the machine refused to work, and we rapidly descended and alighted right at the door of another 'o8's especially brilliant pupils. This was Francis Halpin, who is now a prosperous farmer's wife, living near St. George.

She told us that she had that day received a letter from Mattie Stetson who lived in Cody, Wyoming. And that Mattie could write of nothing but the beauties of the place and Him. "Minnie Wilmot is still Minnie Wilmot simply because she can't decide which one to take," Frances added. We remained for dinner, but immediately afterwards we set sail for Indiana. Over one town the smoke hung in such huge clouds that we thought about half the town must be on fire. We descended and found, however, it was only the smoke from "Hayden's Lamp Chimney Factory," and that the town was Alexandria.

As we always had been curious concerning this far famed place, we stopped to explore. While here Bessie received a letter from Meryl Boyd, who having finished her studies, asked for a place in the quartet of the Concert Company of which Bessie was a member. Of course Bessie said she would see that she received her position, as it would be so nice to have her one of that "merrie companie."

Why, we had finished our tasks! All members of the class were accounted for. And we sailed home, exchanging reminiscences of the dear, dead days, of our High School life, and marvelling at the success of each member of the wonderful Class of '08.





#### SOPHOMORE B.

Ray Fuller

Robert Brown

Neil Metcalf

Eva Fish

Irma Gordinier Clara Olson Louise Astle Lillian Butterfield Aurora Hansen

Grace Porter Everett Fountain

Bert Hays

Percival Dennis

Leon Selby



Elic Porter

Claude Dubridge George Nichols Ida Anderson

Harold Smith Anna Keeler Audrey Vondersmith

Arthur Giroux Clara Burtt

James Crosby

## Prophecy of Sophomore Class.

By Anna Keeler.

On account of ill-health, I was obliged to give up my school work and go to Colorado. There I lived on a large ranch, about eighteen miles from the nearest town and two miles from a mail box. It was a dreary place and I did not go to the city very often. Consequently I did not hear much of what was going on in the outside world.

But one thing that had interested me very much was the whereabouts of my old class. It was now about seven or eight years since I left Momence and as I heard from no one there, I soon lost track of my class-mates. I was determined to find out about some of them at least, so I ordered the "Momence Courier" and "Weekly Press," two excellent newspapers, sent to my address. But this was no help for me. The papers contained no news whatever of any of my class-mates, so I decided to let the matter rest for a time.

A short time after, I had a very strange dream. I dreamed that Mabel Popejoy, a member of my old class, was conducting a Young Ladies' Seminary in the city of B——. This place proved to be only a short distance from the place where I was living. I tried hard to forget the dream, but it was so vividly impressed on my mind that it was impossible.

The next day I obtained one of the City Directories and began searching for my friend's address. You can well imagine my surprise when I read her name in the Directory.

I immediately wrote to her and asked her about the other members of the class. In a few days I received a reply. She was very glad to hear from me and wrote me an exceedingly long letter. She said she had been conducting this Seminary for almost two years, in which time she had made two visits to Momence. She told me about many of the old class and what they were doing. Georgia Bigoness is now travelling through the country as a temperance lecturer. She has won great fame in this work and has met with great success.

James Crosby has taken up the work of a missionary and is now in India. She told me that Arthur Giroux had, a short time ago, married a Junior, and that he and his wife were living together happily on a large farm in South Dakota

Ellic Porter is leader of a large theatrical company, now in Europe, and is known far and wide.

Ida Anderson has shown her ability as an author by the many books she has written, her best production being a book entitled, "Woman's Rights."

George Nichols is an electrical engineer, one of the best in the country.

Lack of time prevented Mabel from telling me more about the class, but she said they were most all prospering and doing well, which prompts me to add that there was

"Not one dunce among the lot, Not one lesson they forgot. Polished in a high degree As each pupil ought to be, Now they sit in different schools, Working out the Golden Rules Of life's problems, grave and stern, Each and everyone his turn. May success their efforts crown Till they reach their standard high, Where with fame and glory crowned You will find them of the world renowned.

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## Books Exemplified by High School Students.

"The Newcomers,"	Freshmen.
"The Lion and the Mouse,"	Mr. Selby and Clarence DuMontelle.
"The Gentleman from Indiana,"	Will Hayden.
"The First Violin,"	Will Parish.
"The Gambler,"	James Ryan.
"Lucille,"	Lucille Fish.
"Anderson's Fairy Tales,"	Ida Anderson.
"The Crisis,"	Frank DuFrain.
"Fair Women,"	Miss Atkinson and Miss Webb.
"Idle Thoughts of an Idle Fellow,"	Gailard Hess.
"A Face Illumined."	Miss Parsons.
"Little Nell,"	Nellie Loghrey.
"The Tempest,"	
"Chapman's Bird Life,"	Carrie Hanson.
"Little Women."	Hazel Broad and Clennie Little.
"Little Men."	Everett Fountain and Neil Metcalf.
"Black Beauty,"	Arthur Giroux.
"The Prodigal Son,"	Herbert Van Schoyck.





## Geometrical Terms Exemplified by High School Students.

A Variable,	Will Hayden.
A Constant,	Percival Dennis.
The Limit,	아이들은 사람들은 사람들은 사람들은 사람들은 사람들은 사람들은 사람들은 사람
A Perpendicular,	Harold Smith.
A Proposition,	Bessie Bennett.
The Extremes,	Elsie Mills.
	School House Steps
A Problem,	Florence Smith.
A Converse,	Axel Hanson.
Parallels,	Margaret Nelson and Margaret McMann.
The Conclusion,	Mr. Selby.



HIGH SCHOOL GIRLS' GLEE CLUB.



HIGH SCHOOL BOYS' GLEE CLUB.

## A Short History of the Tiffany Enamelled Brick Co.

By I. E. Hardy.

The Tiffany Enamelled Brick Co. was first incorporated in 1884, and was then known as the Tiffany Pressed Brick Co. There was at that time what was called a slop brick yard on the ground now occupied by the present plant. The brick were moulded by hand and then dried in the open air, and burned in up-draft kilns. The clay was found to be well suited to the manufacture of a high grade pressed brick and the land was bought by some Chicago capitalists, machinery installed, and the manufacture of brick on a larger scale was commenced. Mr. Alsip was the first Superintendent, and was succeeded in 1888 by Mr. S. J. Plant. From this time the plant was constantly enlarged and the output increased to meet the demand for their product. From plain red brick, the firm began to make different shades, such as brown, buff, pink and mottled, as well as a large assortment of ornamental shapes. To do this, different kinds of clay had to be found. A clay burning to a pink shade was found at Grant Park, and a fine buff burning clay at Clay City, Ind. The brown brick were made by the addition of manganese to the red clay, while the mottled brick were made by the mixing of the red and buff together. The product was considered to be among the best in the country, and soon found a ready market, thus keeping the plant running to its fullest capacity.

In 1893 there had grown up such a demand for enamelled brick in this country that the company determined to try to manufacture this class of goods as well as the pressed brick. Mr. Isaac Hardy, a practical man who had been manufacturing enamelled brick in England for some years, and who had just arrived in this country, was appointed Superintendent, and at once commenced his experiments. There are a good many ways to make this grade of brick, each one a little better suited to certain conditions than others. They are generally divided under two heads, the one burn process and the two burn. After carefully studying the situation it was found that the best method would be the two burn.

The reason for this lay in the fact that the machinery was all of the dry pressed type, and a dry pressed brick cannot be dipped in anything wet without cracking the face. Difficulties were, of course, encountered but were steadily overcome, and by October the company were turning out ware that was considered by the Chicago architects good enough. Up to this time all the enamelled brick used in Chicago were imported from Europe, but not an imported brick has entered the city from that time.

The quality of the brick grew steadily better until at the present time it is considered as the standard. The clay used is a mixture of the Clay City and a fire clay from Montezuma, Ind.

The brick are pressed and then taken to a drier and dried. From here they are taken to what are called the biscuit kilns and burned. After cooling they

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are drawn and taken to the enameling rooms. Here they are known as biscuit bricks. Here they are enamelled, the superfluous material cleaned from the edges, and are then set in the finishing kilns. They are here burned up to a temperature of 2,400 degrees F., cooled off and then drawn and sorted into firsts, seconds and builders.

The principal shades made are white, cream and granite. Besides these are made blues, greens, browns and yellows, as well as various shades of mottled brick. The plant is now running at its full capacity, and has proven of great benefit to the town of Momence.

## County Oratorical Contest.

The Seventh Annual County Oratorical Contest was held at the Kankakee High School Assembly Hall, Saturday evening, May 4, 1907. The crowd gathered before eight o'clock, and while waiting for the contest to begin, the different schools represented, gave their yells, especially the Momence boys, who felt very jubilant over the ball game which they had won in the afternoon.

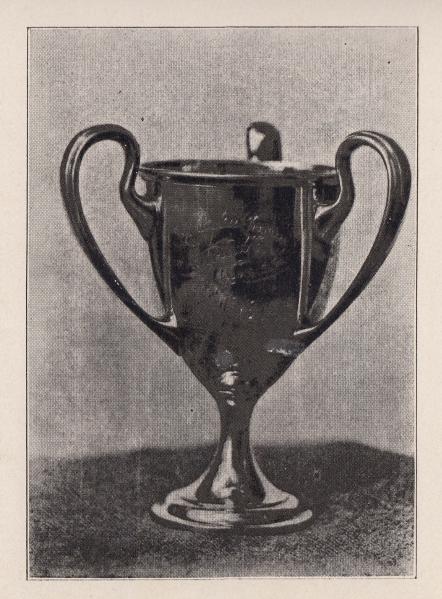
The first number on the program was a soprano solo, followed by invocation by Rev. J. C. Hazen, and a selection by the St. Anne High School Girls' Glee Club. Then came the orations, in which three schools, Kankakee, Momence and St. Anne, took part. The first prize, a gold medal, was awarded to James Ryan of Momence. His subject was entitled "William Ewart Gladstone," and it was delivered in a manner that showed his ability as an orator. The second prize was awarded to Miss Eleazabeth Wetinore of Kankakee.

After a bass solo by Mr. G. A. Newton, the declamatory contest began. Each of the declaimers spoke well, and held the close attention of the audience. The first prize was given to Miss Lucia Kranz of Kankakee, who gave a selection entitled "Zingerilla, the Gypsy Flower Girl." The second prize was awarded to Miss Frances Poutra of St. Anne.

This is the third time that Momence has been victorious in winning in oratory, and we have good material for coming contests. It has been decided that the school winning the greater number of times out of ten shall come into possession of the county oratorical cup, and it is hoped that the Momence High School will be the victor.



JAMES RYAN, CUP WINNER.



ORATORICAL CUP.

### William Ewart Gladstone.

First Prize Oration in High School Oratorinal Contest, March 22, 1907 .--- James E. Ryan.

In that great city of Liverpool, in 1809, was born a man, who, as the years rolled on, was destined to become the most illustrious star in the firmament of heroes, William Ewart Gladstone. Gladstone took an important part in the momentous events of a great age, an age which beheld the final triumph of democracy. Born in the awful night of democracy's tribulations, he heard the last mutterings of the retreating storm, he caught the first gleam of the newborn day. Removed to the halls of Oxford, he there began his instruction in the rigid lore of diplomacy. Graduating at thirty-two, he passed from the realm of college into the more extended sphere of public life. Young, rich, eloquent, and with increasing fame, he entered upon the stage of English history, when Europe was restless as a stormy sea, the eastern horizon was black with impending disaster.

But the times were unpropitious for enduring achievements by peaceful statesmanship. The hum of industry was now supplanted by the clash of arms, calm discussion gave way to tempestuous debate, and England was drawn into the vortex of a mighty war. Interwoven with these great events, the career of Gladstone was stormy as the passing times. Called immediately upon the outbreak of hostilities to the Court of St. James, he repaired there, not to repose in rich saloons, amidst the glitter of lights, and the intoxications of voluptuous music, but as a storm-tossed mariner, to watch the swell of those shadowy billows beneath which all Europe heaved, the throes of the heart of Crimea. Honorably he fulfilled his high position, and when the star of peace again gleamed, he became mediator of that peace between nations which we trust will last forever.

Worn with the duties of state, he retired to the halls of Hawarden, to continue as he began, an ardent devotee at the temple of humanity's cause. Infatuated with the lust of plunder and crazed by a mad thirst for blood, the Moslem horde swept like a desolating tempest over peaceful Armenia, driving the plowshare of destruction through its kingdoms, leveling its cities with the dust, withering its smiling valleys by the fiery breath of devastating war, and trampling under foot all the nobler elements of our Christian civilization. Indignant at the inactivity of Europe, and zealous for the welfare of Christianity, the "Grand Old Man" rushed forth to champion Armenia's cause. Across the continent, now rang the clarion voice of the aged statesman, awakening the slumbering spirit of Europe to a realization of its duty, and stirring in the breast of man the long dormant passion of humanity. It penetrated the Christian nations of Europe, and stimulated them to action, and Gladstone had the satisfaction of beholding that mighty torrent of incarnate justice, pour down upon that infidel empire of the East, giving deliverance to people, states and powers, while the Moslem clan was swept from the face of the globe.

Crowned with glory, he now retired from active life, but he went to no ignoble ease. Purified, refreshed, invigorated, he again came forth to do humanity's bidding. Ireland was now the object of his vision, the center of his thought, The Fenian insurrections had awakened the world to the misery and distress of the Emerald Isle, and compelled English statesmen to turn their eyes upon that unhappy people, And what did they behold? A nation writhing in the toils of bondage, a people in poverty and rags. They saw a land most fertile supporting a starving peasantry, a scenery most beautiful, stained by the horrors of famine, pestilence and blood, a people the intellectual peer of any upon the face of the globe, dwarfed by ignorance, cramped by superstition, and enervated by the impotence of servitude. They saw a race of princes and peers ground by the iron heel of British oppression into a race of bondmen and beggars. All this did Gladstone see and his great heart went out to them, and he became their champion. He unfurled in the British Parliament the banners of reform, and began his crusades against OPPRESSION. But Ireland's time had not yet come, reform enthusiasm cooled, Gladstone was forced from power, and Ireland's hopes were ruined. Alas for the "Grand Old Man," how heroic had been his struggle. Though skies lowered, reverses threatened, he never lost faith in the fortunes of his cherished cause, but ever believed in its destiny and followed its star.

Combining the rare elements of intellect with extraordinary physical strength, Gladstone stands forth in history as the grandest specimen of an Anglo-Saxon that ever lived. Broad of shoulders, and high of forchead, he was as erect and strong as a tower of solid masonry. Nor was his eloquence less striking than his person. The melody of his voice, magnificence of his bearing, and grandeur of delivery gave fit expression to the sublimity of his thoughts.

The hate that arms, the furies that tear, the love that bleeds, these were the weapons of his eloquence, the colors of his palette, the chords of his lyre. Thus gifted with this magic power of eloquence, Gladstone, that miracle of genius, molded the destiny of an empire and tempered the iron grip of kings.

An orator, a statesman, a scholar, you ask for his monuments. I point to a career of more than a half century unmarked by prejudice or greed, unstained by perfidy or guile. A character pure as the crystal waters of a mountain stream, a name as stainless as the azure sky, these, THESE, are the monuments of his glory, the pillars of his fame. And when the historians of the future shall turn to record the history of those giants whose names shall render radiant our present age, and recount to posterity the endless record of their glorious deeds, he will behold the commanding figure of William Ewart Gladstone, towering

"Like some tall cliff that rears its awful form, Swells from the vale, and midway leaves the storm; Though round its breast the rolling clouds are spread Eternal sunshine settles on its head."



Earl Brown

Lizzie Dwyer

Ethel Dwyer

Cecil McConnell

Margaret Cleary
Lucille Vondersmith Vernie Gelino

Cecil Sherwood Lena Larsen Margaret Cleary Catherine Mazure th Vernie Gelino Catherine Halpin Victor Johnson Elmer Jarvis Helen Kirby Grace McKee Marie Jackson



#### FRESHMAN A.

John Stratton Charles Forburger Lena Bennett Mary Law Beatrice Barsalou

Clifford Fish Lenore Halpin

George Grabe Faye Mills Eva Lilly Harold Nelson Marguerite Conant

Beulah Cramer Bitha Pittenger

Howard Walker

Gilbert Hanson

Elsie Mills

Irene Garrett

### Prophecy of the Freshman Class.

By Leon Selby.

Few of the members of the Class of 1910, who have not remained residents of the place, will recognize the City of Momence in 1937 as the same Momence in which they spent their childhood days. They remember it as it was thirty years ago, a little struggling town of about three thousand inhabitants. Then its only great industries were the railroads, the Tiffany Enameled Brick Co. and the Freshman Class of the High School. Since then it has become the largest city in the world, having (to be strictly accurate) a population of three billion, four hundred ninety-six million, three hundred thousand, nine hundred ninety eight and three-fourths, and it is now the largest railroad and commercial center in the Universe.

Having given you some idea of Momence's magnitude in 1937, you will be more at ease when I tell you of an unexpected meeting I had one day. As I was on my way to the Selby Farce Construction Co., owned by myself, I was much surprised at being accosted by a portly gentleman whom I did not remember having seen before. However, after eyeing him intently for a few seconds, I discovered that he bore a peculiar likeness to Harold Nelson. And it was he Harold told me all he knew about himself and the rest of the Ciass. He is the most renowned stock gambler who ever smashed a photograph plate and can, upon occasion, make Harriman look like thirty cents. Beatrice Barsalou has devoted her life to music, and in one contest she had made Paderewski's playing sound so much like a dish-pan chorus that he never appeared in public afterward. Percival Dennis, Charles Forburger and George Grabe, the Class philanthropists, have erected a tower six and one-half miles high on the site of the Central School building in memory of the Class of Nineteen-Ten. Bitha Pittenger and Lenore Halpin, who, in their school days, evinced a desire to do missionary work, are trying to tame the untamable savages in the wilds of Africa. John Stratton is a maker of Canadian coin watch fobs and is himself the sole consumer of the product of his factories. Howard Walker manufactures flying machines, an occupation which is not surprising as he always showed a tendency to soar. Everett Fountaine, the Class politician, has astonished everyone by becoming President of the United States. Ray Fuller has taken a notion to be a rival of Aristotle; and so has added a few handles such as Ph. D., LL. D., M. D. and G. M-Kee to his name. Lizzie Dwyer and Marguerite Conant are the champion long distance skaters of Coney Island. Neil Metcalf has invented a combination duck and goose call which, if blown in the middle of the night, makes all the cats and dogs within a radius of ten miles howl like pipe-organs. Mary Law (she always had a tender heart) is head nurse in the Ching Chang hospital. This hospital, which was founded by Eva Lilly, Beulah Cremer, Louise Astle and Eva Fish, throws the Carnegie hospital back into the soup-kitchen class. Clifford Fish has stopped hunting coons with powder and now uses nitroglycerine. Robert Brown has founded a flourishing town which, for some reason or other, he has named Thurberville.

Thus you see that the members of the Class of '10 are to have brilliant ca-

reers.

### **Oratorical Contest.**

The seventh annual Oratorical Contest of the Momence High School, which was held in the Methodist church, March 22, was well attended. It was certainly one of the best contests ever held in Momence. Representatives came from St. Anne, Kankakee and Lowell, Ind., to see what material we had for the county contest, and they went away less hopeful for their outlook at Kankakee. The program began at 7:40 with piano selections by Miss Maude Salisbury and Miss Bessie Bennett. Their music, which was very much enjoyed, was followed by a song by the Girls' Glee Club. In previous contests, it has been customary for the orations to come first, but this year the declamations were first. There were six contestants in the Declamatory Contest. Their selections were well given and received close attention from everyone. Misses Newlon and Lottie Hess each pleased the audience by their solos and received encores.

After a selection by the Boys' Glee Club, the Oratorical part of the contest took place. There were five competing for the prize, and all had excellent orations. Each spoke in a clear and impressive manner, and their thoughts were well expressed in forcible and eloquent language. After the orations, while a committee was averaging up the judges' grades, the High School Orchestra rendered a good selection and was encored. The orchestra is a new addition to our school, and one of which we are justly proud.

Prof. Selby announced the judges' decisions. The orations were marked on manuscript and delivery. Miss Nellie Loghrey received first on manuscript, and Margaret Nelson and Clennie Little tied for second. However, in the averaging on the markings on delivery, James Ryan received first place for oration, and Nellie Loghrey and Margaret Nelson tied for second. Thus James Ryan will represent our school at Kankakee. Lenore Halpin received first in declamation, and will represent us at Kankakee. Clara Oleson received second. Thus we shall have two strong representatives at the county contest, and we fully expect to win both firsts.

| we fully expect to win both firsts.                                                             |                                           |  |  |  |  |  |  |  |
|-------------------------------------------------------------------------------------------------|-------------------------------------------|--|--|--|--|--|--|--|
| Program.                                                                                        |                                           |  |  |  |  |  |  |  |
| 7:40—8:10, Piano selections                                                                     | Misses Maude Salisbury and Bessie Bennett |  |  |  |  |  |  |  |
| Part 1—Declamatory Contest.                                                                     |                                           |  |  |  |  |  |  |  |
| MusicContestant No, 1—"Trouble in the Amen Corner,"Contestant No, 2—"The Reconsidered Verdict," | H. S. Boys' Glee Club                     |  |  |  |  |  |  |  |
| Contestant No, 1—"Trouble in the Amen Corner,"                                                  | Robert Brown                              |  |  |  |  |  |  |  |
| Contestant No. 2—"The Reconsidered Verdict,"Vocal Solo                                          | Miss Nawlon                               |  |  |  |  |  |  |  |
| Contestant No. 3—"A Second Trial."                                                              | Miss Newlon<br>Era Lilly                  |  |  |  |  |  |  |  |
| Contestant No. 3—"A Second Trial," Contestant No. 4—"The Soul of a Violin,"                     | Clara Olson                               |  |  |  |  |  |  |  |
| Vocal Solo                                                                                      | Lottie Hess                               |  |  |  |  |  |  |  |
| Contestant No. 5— Kentucky Belle, "Contestant No. 6— "The Victor of Marengo,"                   | Lenore Halpin                             |  |  |  |  |  |  |  |
|                                                                                                 | Bessie Bennett                            |  |  |  |  |  |  |  |
| Part 2-Oratorical.                                                                              |                                           |  |  |  |  |  |  |  |
| Music                                                                                           | High School Girls' Glee Club              |  |  |  |  |  |  |  |
| Contestant A—"Jean Val Jean"                                                                    | Margaret Nelson                           |  |  |  |  |  |  |  |
| Contestant B—"The Crisis and the Man," Contestant C—"William Ewart Gladstone,"                  | Will Hayden                               |  |  |  |  |  |  |  |
| Music William Ewart Glaustone,                                                                  | High School Girls' Glee Club              |  |  |  |  |  |  |  |
| MnsicContestant D—"America's Destiny,"                                                          | Nellie Loghrey                            |  |  |  |  |  |  |  |
| Contestant E—"American Ideals,"                                                                 | Clennie Little                            |  |  |  |  |  |  |  |

Announcement of Judges' Decision.



Clennie Little James Ryan

### ORATORICAL AND DECLAMATORY CONTESTANTS.

Margaret Nelson Bitha Pittenger Will Hayden
Eva Lilly
Robert Brown

Clara Olsen Nellie Loghrey Lenore Halpin

Leon Selby

# One Pilgrim's Progress.

STORY-FIRST PRIZE-FLORENCE SMITH,

An old astronomer sat in his tower gazing intently into the starlit heavens. His garments were of a fashion of long ago, and his flowing white beard, his shaggy hair and overhanging eyebrows, gave one an impression of awe, a sense of power. As he sat there a dry sob shook his powerful frame, and he bowed his head upon his hands. "Have I, after all, failed in my work? Is my life one vast waste?" he cried.

Even as he spoke a great light shone down upon him. It was a new light just dawning upon the horizon. He was dazzled by its sudden brilliancy, but he arose, and taking up his staff, set out to find the cause of the light. For it seemed to beckon to him, and he gave himself up to follow it, wherever it might lead him.

He descended from his tower and went out into the busy world. The noise and confusion around him was startling, but he, led by the light, did not waver. He traveled on until he came to a larger city than the others which he had visited, and the light seemed to stop here. He was pleased by the gaieties which seemed to form the whole life of the metropolis, and allowed himself to participate in them. And for many months he lingered on, and forgot about the light.

One night, however, he awoke to find the light to be more brilliant than before, filling his whole room with its splendor "Oh, that I could so easily forget the mission of my life!" he cried remorsefully, as he rose quickly and set out once more on his journey. This time he shunned the cities and traveled by wide, green fields, and sweetly murmuring streams.

And everyone he met he asked, "Have you seen the light?" But they all shook their heads and answered "No." And he became discouraged and thought, "I will linger here always in the pleasant summer, and spend the remainder of my life in peace."

But as the light grew brighter and more persistent, he realized that he was favored, and was to point out to men the wonderful thing from which the light radiated. So one year passed, and another, and still another, and the light was nearly in the center of the heavens, and more people had come to notice it, and marvel at it. And the astronomer, grown old and tired, and dusty and threadbare, knew that he was nearly at his journey's end.

One day he met a man who stopped him and asked: "Old man, for what are you seeking?" And the old astronomer asked in return: "Have you seen the light? I am looking for the wonderful body from which it radiates." And the younger man smiled sagely and answered: "Seek on, old man, and good luck. Many have failed who have set out on the task." But the astronomer was not discouraged this time, and went on with renewed zeal.

It was a beautiful morning in winter, when the old man at last came to a

small town, directly over which the light stood. The snow was glistening, and the brisk, cold air breathed new life into one. The astronomer, raising his hands to heaven cried, "Oh Light, so beautiful, pure as the glistening snow, inspiring as the crispt air, I have sought many weary years to stand where I now stand, directly under thy rays. From what, oh glorious light, do you come?"

And the light smiled benignedly on him, as a voice rose, saying: "Look about you, and behold the body from which the great light comes. Not many notice us as yet, oh great old man, but when you are dead, and the world rolls on a few years more, all will stop to acknowledge us, the Class of Nineteen Hundred and Eight, the Hopestar of the Momence High School.



### To the Juniors.

Poem-1st Prize-Frances Halpin.

When we entered as Freshmen in 1904, We kept the room in a constant uproar By our mischief and fun, when Freshmen gay, I fear we are known, even unto this day.

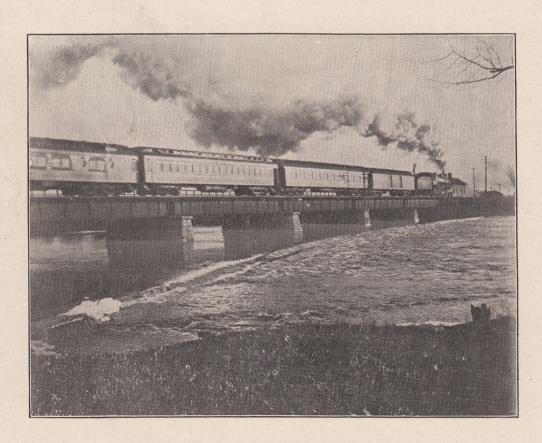
Then as Sophomores in 1905; Every pupil is now alive. Who remembers that famous class and year When we were Sophomores so dear?

And, now, as Juniors in 1906, Some few still keeping up their old tricks. But when we graduate in 1908, Why, then; Oh then! we'll all be sedate.

Then here's to the Juniors! Let everyone shout, There ne'er was a class like it. There can be, no doubt.



Scene on Kankakee River East of Momence.



C. & E. I. Railroad Bridge, Momence.



RESIDENCE OF MRS. T. J. BUNTAIN.

# Obstacles Overcome.

Story-First Prize-Anna Keeler.

"Why do you look so worried, mother," said Grace Irving, crossing the room to a sweet-faced little woman, busily sewing near an open window.

"Well. Grace, it was about this time that your father was taken away from us and we were left to provide for ourselves, and it is so hard for me to get enough work to do."

"Never mind mother," said Grace, "there will be some way out of it."

Now let me turn to their former life. Mr. Irving was a wealthy merchant and was able to provide for his family in the very best way. He was a good. kind-hearted man and loved his family very much. His children, Grace, then a girl of fifteen and James a boy of ten were sent to a neighboring city to attend school.

Everything went well for a time, Then came a blow which caused them great sorrow. The bank in which Mr. Irving had deposited his money had failed and they were left almost penniless. He worked hard for a long time struggling to keep his children in school. But he was not a strong man and consequently he soon broke down and became unable to support his family.

This was a sad time for Grace and James. They had to give up their school which fact made them very unhappy, for they were both studious pupils and very desirous of acquiring a good education. Soon after they came home their father died. The poor widow took in sewing and whatever else she could to earn enough to feed and clothe her two children who were unable to do much work.

Everything went on as usual for about a year, at the time of which our story opens. Mrs. Irving had become worn and pale under the strain of her work, This day the sun was shining and everything was so beautiful that she thought she would go to one of her customers and get some sewing, instead of sending She soon returned teeling much refreshed after the walk. After unwrapping the parcel of sewing she threw the paper aside. Grace, in the meantime, had finished doing up the morning work and came and sat near her mother intending to help her with the sewing. But she spied the paper on the floor and as she had a great thirst for reading, she picked up the paper and glanced over the different articles. One paragraph in particular attracted her attention. It read thus:

"If the heirs of the late Thos. B. Preston should see this advertisement, they will please to communicate immediately with the undersigned from whom they will hear something to their advantage, Solicitors, O'Connor & Lee, San Francisco, Cal."

She stared at the notice in astonishment and read it over two or three She knew that her mother's maiden name was Preston and that she had a brother, Tom, whom she had not heard from for many years.

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She read the paragraph to her mother, who also became interested. They then decided to write to these lawyers. Grace was very anxious and looked for a reply every day. It went on for almost a month before a reply came and Mrs. Irving was about to give it up, when one morning the postman brought the expected letter.

Words could not express their joy when they read this letter. They were found to be the only living heirs of Thomas Preston, brother of Mrs. Irving, and that they had now come into possession of the sum of twenty thousand dollars. How thankful they were for this money! The widow was a very sensible woman and resolved to put the money to the best possible use. After receiving it, she began making preparations to move to Greenville where Grace and James could attend school. After going through many hardships and struggles these children had been successful in getting their desired education. And when September came and the Greenville Academy opened, two happy pupils were enrolled among its members, Grace and James Irving.

# A Parody.

- I. Thou shalt have no books in class before you.
- 2. If thou shalt make unto thee any written paper or any likeness of anything that is in the book you own, or that is in thy neighbor's book; or that is on a paper owned by another. Thou shalt not be slow to hide these; or tear them; for the teacher may have eyes thru which she sees, she may visit thy desk, while thou art not at school, and see the paper which is in thy desk and may lower thy grade in class book. She may show no mercy the next day and call upon you for that which you know not.
- 3. Thou shalt not talk aloud during school for thine health's sake; for the teacher will not hold him guiltless that speaketh distinctly.
- 4. Remember chapel and listen to hear the bell. Five days shalt thou study and get thy lessons. But the sixth day is a day for other work at home. Sunday thou shalt not do any work, thou must rest, thou must then read, and get an abundance of fresh air; thou must then sing; thou shalt save thy mischief for the next day. For five days in succession the teacher works, she scolds, and twice in a while she laughs, and rests her nerves two days. Wherefore the teacher loves her pupils and worships them.
- 5. Honor thy teacher and all her works; that thy grades may be higher upon the class book which controls thy standing.
  - 6. Thou shalt not laugh.
  - 7. Thou shalt not rush headlong to class.
  - 8. Thou shalt not play.
  - 9. Thou shalt not often chew gum nor play tag in school.
- 10. Thou shalt not pass a note when the teacher is looking up; nor go to the library unless you are very quiet and can slip out unseen.



#### EIGHTH YEAR PUPILS.

Charlie Thomas Anthony Parish George Hupp Edward Bukowski Samuel Schiek
Anna Glenstra Mildred Chipman Wyota Smith Sadie Henry Nina Blood Anna Turrell
Eunice Fish Grace Jones Oma Martin Capitola Hanson Alice Sorenson
Vira Pittenger Lorene Hill Flossie Lewis

Albert Burtt

Frank Spahr



LORAINE SCHOOL BUILDING.

### Grinds.

First Prize—Frances Halpin. Second Prize—Gertrude Nelson.

L-t-ie H--s.

"Like wind in Summer sighing, Her voice is low and sweet."

Junior Class.

Behold how good and how pleasant it is For brethren to dwell together in peace.

R-b--t B-o-n.

Mellin's Food makes healthy children.

F-o--n-e S-i-h.

"She hath a will of her own."

J-s-p-i e T--f--y.

"A perfect woman nobly planned,
To warm, to comfort and command."

M-t--c S-e-s-n.

"That of her smiling was full simple and coy."

B-ss-e B-n-e-t.

I divide my attention between the Junior and Senior classes.

A - t - - r G - r - - x.

For even tho' vanquished he could argue still.

F-e-h--n.

What we know is very little; What we think we know is immense.

A V. W.

"None know her but to love her, None name her but to praise."

J-m -s C-oby

"To wear long faces just as our Maker, The God of goodness was an undertaker."

H-1-n A-k-n-on,

"From gay to grave, from lively to severe."

J-hn S-r-t--n.

"Big words do not smite like war clubs."

J-m-e R--n

As prone to mischief, as able to perform it."

C-a e--e D-m-n-e-le.

"Some men are born great, some achieve greatness And some have greatness thrust upon them."

E-i-a-e-h D-y-r.

"Blue were her eyes as the fairy flax."

H-z-1 T-ur-r.

"Fair without, faithful within."

Hazel Broad

"They are never alone who are accompanied by noble thoughts."

Margaret Nelson.

"Truly the gods hath made thee poetical."

Willie Parish,

'For there was never yet philosopher, That could endure the toothache patiently."

Will Hayden.

"Be it ever so humble There is no place like home."

Senior Class.

"For time will teach thee soon the truth, There are no birds in last year's nest."

Margaret McMann.

"Virtue alone is happiness below."

Myrtle Crosby.

"The price of wisdom is above rubies."

Zoology Class.

"And the grasshopper shall be a burden."

Mabel Popejoy.

"The lady doth protest too much, methinks."

Nellie Loghrey.

"No star ever rose or set without influence somewhere."

Axel Hanson.

"He thought as a sage, but he felt as a man."

H -- r - Ho --

"To write well is to have at the same time, mind, soul, taste."

B - u - - h Cr - m - r,

"But then her face, So lovely, yet so arch, so full of mirth, the overflowings of an innocent heart."

C-r-e P-r--r.

"None can describe the sweets of country life, But those blest men that do enjoy and taste them."

Ev-r-t- F-u-t--n-

"There is work in small things."

Miss P - - s - n -

"Virtue is the only shield."

P-r-iv-- D-n-i-

"I live and love, what would you more? As never lover lived before."

G-1t-u-e N-1-0-

"With tears and laughters for all time."



E. G. Wickes.

RESIDENCES. Wm. Riley,

James Melka.



FIRST NATIONAL BANK, (Erected 1906.)

## American Ideals.

Oration-2nd Prize-Clennie Little.

We have chosen for our oration American Ideals because we could conceive of no subject more appropriate where a class of young people are leaving school and just looking out to that larger school of life which must meet all. American Ideals because we are Americans and the duties, responsibilities and privileges of citizens of this great, free country are soon to be ours. American Ideals because we should be familiar with those traditions, associations and inspirations that have made our country great and grand and free.

The ideals which inspired our fathers and for which they worked and toiled, and on which they laid the foundation of our Republic go far back into the world's history. Beacon lights from the banks of the Nile and the Ganges, the Euphrates, and the Rhine, Liber and the Thames have served to guide our ship of state. Each of the old civilizations has contributed in part to make us what we are. We are indebted to Grecian genius and Roman law; to star-gazers of Chaldes, to the prophets of India and Judea; and to the scientists of Alexandria and Arabia. All have entered into our lives unconsciously. We are all influenced by all the past, for the stream of human history rolls on thru the ages bearing the accumulated conquests of the human mind.

We cannot isolate and say this is the new world, and that here we have worked out our destiny independent of all. This might be pleasing to our vanity but all the wealth of history gives to it the lie. There is not a profound scholar, an independent thinker, a patient scientist, an inspired poet, patriot or martyr in the long catalog of the immortals, who has not contributed to our wealth of knowledge and happiness. This thought should humble our pride and make us look with tenderness and toleration upon our fellow-men thru-out all history; for there are few periods in which there are not golden beams of truth struggling thru even the thickest night.

And yet while we should cheerfully acknowledge this indebtedness to other people and other times, we should not forget nor overlook the fact that we have proudly done our part. To the margins of the American wilderness scarce three centuries ago, poor and friendless, came our fathers. Persecution drove them and the love of liberty lured them hither. We have grown from this small beginning of outcasts and adventurers until now eighty million freemen stand beneath the flag, eighty millions without a master and without a slave.

What is the secret of this greatness, of this marvelous growth? Simply that our fathers announced the sublime principle that all men are created free and equal and that the people are the source of authority. This announcement so startling and so bold was like a revelation and a revolution. True it was not entirely new, except to the masses. A few bold thinkers, inspired poets and patriots had uttered it before, and then in dreary dungeons, on the rack or the scaffold had paid with their lives for disputing the pretensions of ruthless tyrants.

But our fathers here in the new world, far from the tyrants of the old, grew and developed this principle of equal rights, good will for all, and privilege for none, until it became a part of our very national life, our most priceless ideal. With such an ideal as a guiding star, where liberty was the heritage of all, with a free press, free schools and free pulpits, is it any wonder that our progress has been marvelous? It is the first time in the history of the world that any people have enjoyed real freedom.

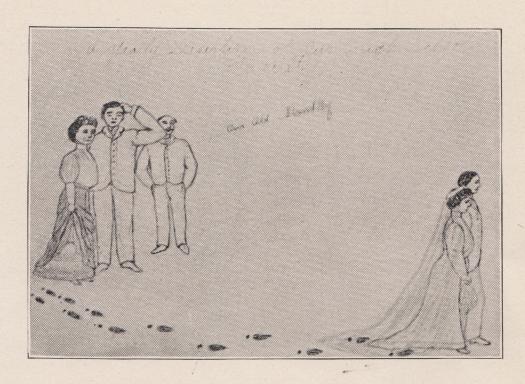
In the most favored nations of olden times the humblest Roman could fearlessly confront kings and potentates exclaiming "I am a Roman citizen," but in Rome he was a slave. Prouder heritage is ours to be an American Citizen. Shall we be worthy of this sacred trust, these grand ideals of our fathers? Shall they suffer no harm at our hands and continue to grow brighter thru the generation in which we are to act our part? This is the question and with its decision is written the story of our honor or shame.

Titanic powers of evil are around about us, seeking the destruction of these lofty ideals. The forces of vice and virtue are ever in deadly conflict and nowhere more than in a free country. Great trusts, combinations of capital, are reaching out and grasping the wealth of the country, already outrivalling the hereditary nobility of the old world. On the other hand labor is organizing and we are dividing into classes, inaugurating that system of caste which has been the bane of the old nations. Is it not possible that in our mad rush for gain we, too, may drift away from the ideals of our fathers, and even with all our countless wealth and eighty million people, still fall a prey to anarchy and shame; re-enacting over again the tragedies of once mighty Rome.

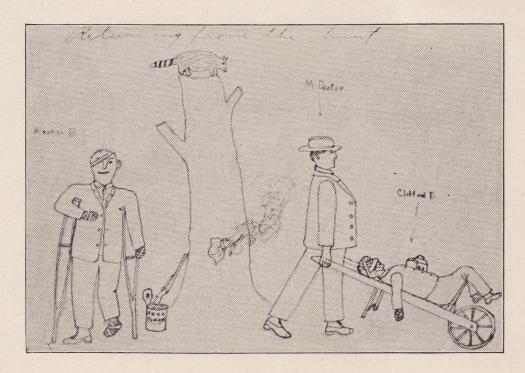
Ours is a commercial age and the ideals of such ages are not those that have aroused mankind to those lofty deeds of self-sacrifice that inaugurate the great moral revolutions of our race. We are already intoxicated with our new title of "World Power." and our immense navy is creating envy and distrust among our American neighbors. What new problems the near future may evolve, who can tell? In the meantime our safeguard as of old must be our intelligent and moral young men and women, our free schools, free press and free pulpits.

Let us study the lives of our Washington, Lincoln, Jefferson, the Adamses and that long list of our country's worthies who have made our liberties possible. From over the sea comes Cromwell, Hampton, Sidney, the Silent William of Orange and from out of the flames the white soul of Savonarola, martyrs of liberty who sowed the seed which grew into the republic of the west. Nor can we forget Luther battling amid the storms of the reformation, nor Erasmus lighting the fires of the renaissance, those birth-throes of mental and religious which awoke the human mind from its night of ages. These and such as these and such as these were the mountain springs of our ideals, and we believe the purest and best of the sons of men.

Our mission in the future should be to promote peace and happiness, restrain the cruel and the lawless, protect the weak and the fallen, and spread those principles of equal rights, the ideals of our fathers.



The Yearly Desertion of the High School Faculty.
First Prize Cartoon Meryl Boyd.



Returning from the Coon Hunt, Second Prize Cartoon, by George Nichols.

# Classifications.

First Prize-Frances Halpin.

Name.	Allas.	Disposition.	Occupation.	Pet Phrase:	Favorite Song.	Summary.
John Stratton	"Eckie."	Furious.	Playing football	"Well, at Normal"	Sweet Adeline	He'll do
Bessie Bennett	"Bess."	Mild	Going to church	"O, land"	Dear Heart	Fine
Marguerite Conant	"Marg,"	Gentle	Giggling	"Skiddoo"	Robin Adair	Charming
Elizabeth Dwyer	"Lid,"	Explosive	Laughing	"O, fudgeritis"	Sammy	All right
Harry Hoag	"Hog."	Calm	Making faces	"You bet"	If the Man in the Moon were a Coon	Quite nice
Margaret Nelson	"Brideet."	Lovely	Sketching	"O, goodness"	Kathleen Mavourneen	Easy going
Audrey Vendersmith	"Vondy."	Sweet	Singing	"You're turkey"	My Lady Bird	Real swell
Eva Lilly		Harmless	Being good	"O, gracious"	He Leadeth Me	All right
Robert Brown	"Buster."	Changeable	Talking	"I guess not"	Just One Girl	Great
James Ryan	"Jimmy."	Smooth	Entertaining North Room	"Ma'am"	Back, Back to Baltimore	Foxy
Frank DuFrain	"Jake,"	Slow	Walking down Walnut St.	"I guess so"	Bessie	A dandy
Will Hayden	"Bill."	Fickle	Traveling	"Every little bit helps"	For You	Will pass
Gertrude Nelson	"Gert."	Studious	Rushing the Year Book	"O, dear"	Rock of Ages	A tip top Junio
Florence Smlth	"Floss."	Fitful	Writing orations	"O, scissors"	Any of "Hayden's"	Fair
Herbert VanSchoyck	"Squeak."	Lightning	Doing nothing	''Aw''	Hot Time	Timid
John Bukowski	"Democrat."	Innocení	Clerking	"Not yet, but soon"	Cheyenne	Pretty good
Arthur Giroux	"Geruks,"	First rate	A high diver	"O, gee"	When You and I were Young, Maggie	A daisy
Clifford Fish	"Marx."	Good natured	Talking	"I don't know"	Old Black Joe	Čute
William Parish	"Willie."	Bashful	Helping Jamie entertain	"Cut it out"	We won't go Home till Morning	About right

### The Coon Hunt.

Comic Poem-1st Prize-Florence Smith.

Though the trials of school are many, And the pleasures far between; Yet the troubles of pleasures are numerous, And life not one beautiful dream.

An extra vacation granted, We all wanted to celebrate; And two of our number managed So well, they felt anything if great.

They went hunting; two amateur sportsmen, With an outfit quite complete, From the top of their brand new hunting caps, Down to their new booted feet.

Brave, bold hunters were they, Determined to conquer or die, And they almost accomplished their purpose, This was the reason why.

A coon they had found in a hollow Of a tree grown old and gray, Sat on the top making faces, And acting up mighty gay.

"Oh Mr. Coon, come down from there," Was the invitation sent;
But the coon on their destruction
Seemed awfully intent.

"I know what to do," cried the other, "This gunpowder in the hole,—thus. You just hold your cap on it a minute, Oh, he can't get the best of us!"

"Now, I'll light it. Look out!"
But too late came the warning;
The powder exploded; the coon got away,
And two sad boys who had only that morning

Left home the gayest of gay, went back, Minus eyelashes, with burnt hands and faces; (They resembled coons in a very dim way.) And when school began were back in their places Glad that vacation came not every day.

### Patriot versus Traitor.

Oration-First Prize-Florence Smith.

Low, despised, unhonored, hidden under a cloud of shame, branded as traitor, the name "Benedict Arnold" is heralded throughout all lands, striking a harsh discord in the melody of our history. But, listen! There is music in the sound. A sweet, clear note lingers longer than the rest, and, dying away into silence, impresses our hearts with a sense of peace. For Benedict Arnold was a man of human passions; who moved by right, showed forth his power; influenced by wrong, yielded to the strong tide, and was swept on to an eternity of shame.

He was ever reckless and ambitious. When only a boy he left home to seek tor the pleasure and adventure for which he craved, and which he could not receive from his quiet, uneventful home life. When the voices of thousands swelled upon the still air, crying for freedom, his voice took up the refrain, and he was among the first to go forth, to die, if need be, for his country's sake.

He was given the command of the troops to be led to Ticonderoga, but thru jealousy on the part of others it was taken away and given to Ethan Allen. Ethan Allen, who today is given the honor and praise of a nation. But there was one who was so unselfishly brave, so nobly true, that, the power of command taken from him, he took his place in the ranks as a private soldier, and fought gallantly. Such a man was Benedict Arnold, who in the annals of the American Revolution is called "the traitor."

Patiently ever he fought, taking without comment the slights and abuses meted out to him. Working earnestly, and thrust into the back-ground only to be made more conspicuous. He entered battle after battle, winning glory as easily and honorably as if he were but doing a duty which was to be hastened through. At the battle of Saratoga, filled with the fire and flash of the tray, he rushed to the front, and threw his whole heart into his action. And his is the honor of the victory.

Later in life he went to Washington to live. He lived an extravagant life, prominent in social affairs. A charge of arbitrary exercise of military authority was brought against him. He, with a strong heart and clear conscience, called for a court-martial. He was acquitted, but was reprimanded by Washington. This hurt his sensitive nature more than an open punishment. To think that Washington, his friend, should believe him guilty!

Cringing beneath the blow, he almost longed for death. His was a glorious career, checked and broken in every way possible, by jealous and ignoble politicians. A hero, but unhonored. O, that such a great man, should, in the very prime of lite's work, be crushed and bruised and bleeding, left to fall by the wayside! He had toiled patiently for "his own, his native land," without the honor that was justly his.

But "here in this world he changed his life;" wounded he was not healed, but with the passion of resentment burning in his heart, he gave up his prec-

ious trust and sold his soul for a paltry price. The English became the possesors of knowledge invaluable to them, thru his agency, and an awful crisis was averted only thru the accidental discovery of their knowledge.

Ah, "cut is the branch that might have grown full straight, and burned is Apollo's laurel bough!" Benedict Arnold fled, as a coward flees. He was afraid even of himself. The British fulfilled their promises, but for the traitor there was no peace. An awful conflict raged forever in his heart. His country, first always in his love had been harmed through his influence. Never was man more severely punished than the hero of the man who had been overcome by the traitor.

What a wonderful sense of safety and peace comes after a storm! The waves rough and turbulent, now quiet and serene, the sky hung with dark clouds, now blue and smiling. As such a calm was the death of Benedict Arnold. Torn by emotions, wounded and repentant, he died and a light of great peace came over his worn features.

A hero is but a man after all, and not a figure to be set aside and worshipped. Then place among the most illustrious the man who did so much and received so little. His name is yet saered and will not pollute the fairest of marble. He fell, but how much higher he arose! A star appearing high above the horizon, a fall quickly into darkness, a flash of golden lightning which foretells the storm. We despise thee, but to love thee; we shame thee, but to honor thee, patriot or traitor, our Benedict Arnold.





HIGH SCHOOL ORCHESTRA.

Gailard Hess Georgia Bigoness Harry Hoag Bessie Bennett John Stratton Josephine Tiffany



BASKET BALL TEAM.

### Senior Class Poem.

By Hazel Broad.

When the glistening sands of life,
One by one have dropped away
And with fast dimming sight
We watch the close of day,
When, with feeble, faltering footsteps,
Toward the nearing goal, we tread,
Walking gladly, yet with sorrow,
The sunlight's fading red.

Then it is with love and longing
And with eyes brimful with tears,
We'll remember—ah! we'll remember
These happy, careless, joyful years!
Spent in pleasure and in study
Within our High School's old brick walls,
Years of hope and aspiration—
Years of Ambition's thrilling calls.

So today in youth's glad dawning
While life and future yet are ours,
While with swiftly gliding footsteps
Flee the bright glad morning hours;
Let us now with serious glances
To our chosen motto turn,
Studying its fullest, truest meaning
"For life, not for school, we learn."

Then with pride and joy still glowing,
Our fluttering colors we'll place on high
The bonny red for courage bold,
For truth, blue like the sky,
And like the knights of olden days
Each clad in armor strong,
We'll ride forth to the battle
For the right and 'gainst the wrong.



# Junior Class Play.

Monday and Tuesday nights, January 28 and 29, the Junior Class, assisted by other members of the High School, gave "A Day in the Union Depot," in the interest of the Year Book. It was a presentation of the experiences for a day in the Union Depot, and considering that the play had been rehearsed for two weeks, it was a grand success. Lou Allen had charge of the performance, and the Class owes much to his help. There was a good attendance each night and the Class was well pleased with the outcome.

# Senior Class Play.

The Senior Class play, given April 6th, by the Senior Class of 1907, was a great success. This year marked the thirtieth anniversary of the graduating classes, a fact which the Seniors did not forget.

The usual Class Night entertainment was the first on the program, after which followed several excellent selections by the High School Orchestra. The class history was read by Miss Myrtle Crosby; the class prophecy by Harry Hoag; the class poem by Miss Hazel Broad, and the "Class Will" by Miss Lottie Hess. The class presents, distributed by Miss Nellie Loghrey, were very appropriate, and each will carry with it a memory of the good times in the olds chool house.

In the play which followed each actor took part exceedingly well, from Miss Lottie Hess, the "Sweet Girl Graduate," down to Matilda Hoppenhoer, who never graduated, and "thank heaven for it."

# Patrons' Day.

Invitations were sent to the people of Momence, telling them that Wednesday, April 17, was to be observed as "Patron's Day," and asking them to come to visit recitations at any time during either session. In the halls were placed maps, drawings and bound sets of work done by classes during the year.

There were but few visitors in the morning, but during the day at least one hundred fifty were interested enough to come to visit our recitations and to examine our work. At 2:45 one of the manual training classes met for work in the Philomathean Hall. Many of the visitors were present, drawn by the attractive display of manual training work at the east end of the upper hall.

Teachers and pupils were glad to have visitors at the recitations, that the real work of the individual and of the class might be seen. They were glad to see those who came because of interest in the school and school work. Without doubt the pupils would be stimulated to do even better work if parents and friends would visit the daily sessions more frequently.



### GRADUATING CLASS.

Lottie Hess

Harry Hoag Hazel Broad Clennie Little Carrie Hanson John Bukowski Frank DuFrain Nellie Loghrey. Myrtle Crosby Lucille Fish Mayme Halpin

### Commencement Program.

THEME--"On the Road from Long Ago to now."

Music		-	-		High S	chool Orchestra
Invocation -				-	Rev. (	George B. Millar
Music -			-	High	School	Girls' Glee Club
"The Mission of Egypt,"						Harry Hoag
"Marathon," -		-	-	-		Hazel Broad
"Rome,"			-	_		John Bukowski
"The Two Great General	s," -			-	-	Myrtle Crosby
Music -			-	High	School	Boys' Glee Club
"The Saracens,"	-	-		-	-	Clennie Little
"Bethlehem,"		-	-			Lucile Fish
"Charlemagne," -		-		-		Lottie Hess
Vocal Solo		-	-	-		Mabel Popejoy
"The Three Great Landi	ngs,"	-		-	-	Carrie Hanson
"Gettysburg," -		-	-	-		Frank DuFrain
"Colonization," -	-	-			-	Mary L. Halpin
"The New Idea," -		-	-			Nellie Loghrey
Music	-	-		High	School	Girls' Glee Club
Presentation of Diploma	s, W. 1	L. Clap	osadle,	Presider	nt of Boa	ard of Education
Presentation of Class Memorial, Frank DuFrain, President of Senior Class						
Acceptance of Class Memorial, Clare Porter, President of the Junior Class						

### Recollections of an Old Settler.

By A. S. Vail. Continued from Year Book of 1906.

About the time I came to what is now called the city of Momence, I happened to be walking down the river when I saw a log up in the fork of a large tree. It was a surprise to me how it came to be up there, so I asked Joe Barber, a half-blood Indian, who told me that an Indian lay buried in it.

According to the custom of these men, a tree about six feet long was split in two, and each half hollowed out. The body was then placed in the log, and the two halves fastened together with withes and peeled bark. Then this log of which I am speaking, was placed in a tree leaning over the banks of the Kankakee. It remained there for five or six years, when the withes began to break and finally it fell into the river. That same tree in which this log was placed, is still standing.

### Base Ball Game.

On May 4 the base ball team of the Momence High School won a game defeating the Kankakee High School team with a score of 1 to 0. The game was very exciting and developed into a pitchers' battle from the start. Neither side scored until the ninth inning. The main features of the game were the pitching by Schiek of the Momence team, and Pottinger of the Kankakee team, the catching by Porter and the coaching by Hayden.

"Tommy," said the fond mother, "isn't it rather an extravagance to eat both butter and jam on your bread at the same time?"

"No, mam; it's economy," the boy answered. "The same piece of bread does for both."

### Acknowledgments.

The High School acknowldges its indebtedness to Mrs. Wikstrom for a handsome glass museum case and several mounted specimens for our natural history collection.

We are also very grateful to Walter A. Brown for a fine specimen of coral and a shark's jaws which he brought to us from Old Mexico.



HIGH SCECOL BASE BALL TEAM.

### America's Destiny.

By Nellie Loghrey.

Awarded First place on Thought and Composition in Momence High School Oratorical Contest, March 22, 1907,

The memories of nations have many forms of expression, and it is not those distinguished by pomp that seem to have been most certainly preserved or to possess the greatest assurance of a lasting strength.

Today if we were to look for the Persian empire, for the vast dominions of Athens and Sparta, if we were to seek the empire of Augustus or that of Charlemagne, where would we find them? Perhaps in the mounds of the ancient cities along the banks of the Euphrates, or in the hills of desolation which mark the sites of mighty capitals, we would find cylinders of burnt clay on which are the records of dynasties which have otherwise perished, of peoples who have risen up to rule the world for one brief moment and then pass away.

The wisdom of Pericles brought the Golden Age to Greece; through the influence of Julius and Augustus, Rome towered above all nations, and by the genius of Napoleon, France enjoyed an invincible power. Yet these kingdoms in all their pomp and grandeur, bowed to a higher sovereign, even as their leaders were bowed and crumbled in the dust.

In the Eastern Hemisphere, England alone remains mighty, yet she had reached the zenith of her greatness when she could look across the broad Atlantic and say, "There lies America and she is mine."

And now the question comes to us, will America decline likewise? We will be more able to form an opinion if we consider briefly the causes of decay in other nations. Look for a moment at Greece and you see Athens and Sparta, opposing each other in politics, each devoting itself to gaining what strength it could at the expense of the other and, thus by continual internal warfare, rendering themselves utterly unable to resist any intruding nation. In Rome we see a high aristocratic faction ruling with an iron hand a class of slaves, a low, miserable rabble dependent upon it for bread. Labor is considered a disgrace and the lot of serfs and peasants. The rich become richer; the poor, poorer; morality sinks lower and lower, the rugged virtues disappear and corruption takes on every possible form. What people could exist as a nation under such circumstances?

Again, in France we see men struggling for the crown. Prompted by their own selfish motives for glory, their subjects are reduced to the lowest bonds of servitude and, in their passion for conquest they lead them into wars which finally cause their ruin. Here, too, as in Rome, society is organized on the basis of a nobility and a people. To labor was the lot of the people, to live in luxury, the plan of the nobles.

In Spain we see a cruel, treacherous nation, too unwise to follow a prudent system of government, hence its decline.

And so as we glance back at these risen and crumbled empires, we see in

each its national mistakes.

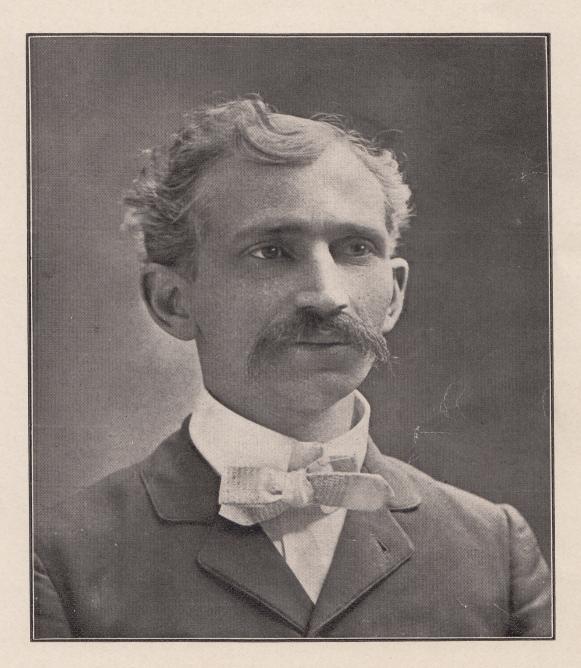
America has profited by their examples. She has learned first of all that union is essential to the prosperity of a country, that equality is necessary to the perpetuity of American liberties, that interference with foreign affairs is fatal to the progress of a nation, and that it is better to resort to arbitration than to prepare for war. And not only has she learned these lessons, but she has also practiced them. Never before has representative and federal government been used as it is now. The prevalence of the idea of national unity is the one vital principal in American politics. Of this, Washington warned his countrymen that they might preserve and defend the government which made them one people; of this Hamilton and Adams wrote; for this purpose Webster pleaded and upon this the statesman of today bases his ideas of strength. Our government is built on principles of freedom, and every man has equal privileges. Here too, universal education is advocated for all citizens, and free schools are being rapidly secured for that purpose. Then, when all men shall be able to give an intelligent decision at the polls, the occupation of of the party leader, that element most to be feared in our politics, will be gone forever.

Experience shows us that the nobility of labor is essential to the welfare of a nation, and in no other country is industry of any kind more ennobled than in America. Here, it has been said, "The true lord is the laborer, the true laborer, the lord."

No nation as a whole has ever advocated and protected christianity as Amerca. Toleration, in its broadest and most glorious sense, is granted to all people, for essential freedom is the right to differ, and America is the home of the free. More than this, missionaries are sent to other countries to bring the message of God's love to a less fortunate people.

But of all grand things to think about, the Americans are true and loyal to the cause of liberty and right. for which they have fought, and even as the past has taught its lessons, even as the present has its duty—so does the future hold its hope, and so long as man has faith in the times to come, the future is secure. And now as her prairies and valleys lay bathing in the silvery moonlight, or as her rivers glide on to the ocean, sparkling in the golden sunlight, as her mountains rise upwards to the heavens in their majestic splendor, three score millions of her proudest sons stand up beneath the Stars and Stripes and with one accord they speak,

"Thou too sail on, Oh ship of State! Sail on, O Union strong and great! Humanity with all its fears, With all its hopes for future years, Is hanging breathless on thy fate! We know what master laid thy keel, What workman wrought thy ribs of steel, Who made each mast, and sail, and rope, What anvils rang, what hammers beat, In what a forge and what a heat Were shaped the anchors of thy hope!



R. E. SELPY, SUPERINTENDENT.

Fear not each sudden sound and shock,
'Tis of the wave and not the rock:
'Tis but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes are all with thee,
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears!
Are all with thee—are all with thee.''

1

Mr. Selby—(In chapel when calling for extemporaneous speeches from the Juniors): "Let us now hear from Will Parish."

Will Parish—"I have a toothache this morning."

Mr. Selby—(Amid the uproar of laughter), "I should think you people would have more sympathy for one of your number than to laugh because he has the toothache."

2

Senior in Algebra:—Two things are equal if the difference between their values is zero.

%

Ancient History Teacher—"What large river flows near Athens?" Freshie—(quickly)—"Why, the Mississippi."

# Year Book Contest and Banquet.

By Margaret Nelson.

Tell me not in mournful numbers The subscriptions we have lost, That the Niggers were the victors At the Reds' terrific cost.

True, it's over, we were beaten,
And no mercy were we showed,
By your appetites enormous
At the banquet we bestowed.

Labor was the only method
By which the victors won the crown,
And the way in which they did it
Was by canvassing the town.

Helter skelter ran the Niggers
To solicit for a book;
Then departing after thanking
Much, profusely, all who took.

Now the Reds, pray let me tell you, Also sought the honor seat; But were timid 'bout the banquet 'They'd politely have to eat.

So they calmed their grave misgivings, And worked the Year Book to sustain, Not to merely beat the Niggers But to spread the Year Book's fame.

But on the day of closing
We met our Waterloo;
And the success of the great banquet
Was immediately due to you.

For you know 'twould be dyspepsi'
That would follow should we dare
Eat the victuals at the supper
That the Niggers would prepare.

After two weeks of anxiety and doubt on both sides the Junior Year Book Contest came to a close, with the Blacks as the victors. Out of 132 subscriptions 238 were solicited by the winners under the leadership of Bessie Bennett. Both sides worked bravely and helped to further the interest in the Year Book.

The Reds, with Meryl Boyd as captain, were good game, and withstood defeat an optimistic manner. But one must need details to be interested in the banquet which they gave.

The doors were opened at 7:15 on the evening of March 9, 1907, and until 10:30 the High School pupils enjoyed the annual fun provided for this occa-

sion. An extemporaneous program was the first and best feature of the evening, and in this the Juniors, especially, set forth their talents in such a pleasing manner as to escape criticism. Toasts were made to the teachers and pupils, and some of the former students of the High School graciously responded when called upon. The Freshmen manifested no little musical talent, and were very much elated over the fact that they had been acknowledged by their superiors.

When the program ended arrangements were made for an apple biting contest, in which the Freshmen again shone, while the booby prize fell to a Junior.

Since'so much enjoyment ensued from this, all eagerly looked forward to the banana contest, which was to be an attempt to eat bananas without the use of the hands. But where were the bananas intended for that purpose? Nobody seemed to know. After a good-natured dispute, their disappointment was allayed by the serving of refreshments which, needless to say, were much enjoyed.

The Year Book contest and banquet was a success, and we heartily wish the Sophomores similar luck.

Latin Student to German Student:—"Will you translate this for me, please: Es nit mir leid dass ich nicht dort sie."

German Student:—"It is a song by you, that which I did not hear." The translation as it ought to be, "I am sorry that I was not there."

OF COURSE.—Teacher of Botany Class—"What does the scale over the eye of the potato represent?"

Bright Pupil—"The eyelid."

#### Juvenile Department.

The enthusiasm shown by the grade pupils compels us to give a few pages pages of our Year Book to keep their interest at its height. It seems to bring them into closer touch with the High School, and inspires them to do their particular part well, and leads them to look forward for higher achievements.

The following are the names of the pupils who won the first and second

prizes in their respective rooms:

Room I, Central School—For construction work; first, Laura Martin; second, Ethel Morgan.

Room 2, Central School—For best made Match Scratchee; first, Oswald Brown; second, Harold Johnson.

Room 3, Central School—For best reproduction of story; first, Harriet Halpin; second, Martha Franklin.

Room 4, Central School—For best letter; first, Luella Custer; second, Clara Sorenson.

Room 5, Central School—for best Salt Map; first, Willie Petzinger; second, Paul Therien.

Room 6, Central School—For the best letter; first, Daisy Hardy; second, Anna Younglove.

Room I, Loraine—For best letter; first, Hazel Harrington; second, Willabel Wiltse.

Room 2, Loraine—For best description of a game; first, Ruby Taylor; second, Hobart Barsalow.

Room 3, Loraine—For best biography; first, Virginia Woodward; second, Ruby Ward.

Room 4, Loraine—For best business letter; first, Martin Bukowski; second, Ethel Davis.

#### Miles Standish.

#### First Prize-Room 3, Loraine, won by Virginia Woodward.

Miles Standish was a young Englishman who went to the Netherlands to aid them in their war with Spain. He was made a lieutenant and was one of the best and boldest fighters. He was "A little chimney heated hot in a moment." He was a wiry little man, here and there in a minute.

After the war was over he started out to see the country. He rambled into into Leiden, that beautiful city with its water streets shaded by linden trees and crossed by a hundred bridges. As he was walking along he saw a man in sober gray dress. He knew at once it was a Puritan whom he was so afraid of when he was a little boy as they passed through Duxbury Woods near his home, but he was glad to meet a person from dear old England.

When he had met the leader of the Puritan band and was made welcome with his countrymen, he decided to stay in Leiden for awhile.



JUVENILE PRIZE WINNERS.

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The Puritans lived in Leiden several years after Miles Standish came among them. He probably was the first one to think of coming to America.

The people began to get dissatisfied with the country and the influence the Dutch had on their children.

So they decided to go to America. The youngest and strongest got their things ready and started on a canal boat for Delfhaven where the Speedwell was waiting. They loaded their things on and started for Southampton where the Mayflower with about one hundred and twenty men and women were waiting. You may be sure that Miles Standish, William Brewster, William Bradford and Edward Winslow were among them.

After a stormy voyage lasting over nine weeks, the Mayflower landed off Cape Cod. The next day was nice, so the men took the women on shore and helped them wash linen. Some of the boys went, too, and helped pick up wood, look for shells, and shouted into the pines as loud as they dared, without drawing the attention of the Indians. In the afternoon they all went into the cabin of the Mayflower and drew up a constitution and each one signed it. They made John Carver governor and Miles Standish captain-in-chief.

That winter a great many people died, and among them was Captain Standish's wife.

Longfellow gives us a very pretty story called "The Courtship of Miles Standish.' In this he tells us how Captain Standish loved a young girl by the name of Priscilla. He wanted to make her his wife, but did not have courage enough to tell her so. So he sent a young man whose name was John Alden to tell her. Just then he was called to war. They heard he had been killed, so John Alden and Priscilla were married. Just then Captain Standish came back to give them his blessing. A short time after this Captain Standish died.

#### George Washington.

Second Prize-Room 3, Loraine, Won by Ruby Ward.

George Washington was born at Bridges Creek, Virginia, on the Potomac about fifty miles south of where Washington now stands. His father, soon after the birth of George, removed to an estate on the Rappahannock opposite Fredericksburg. Nothing remains of the old homestead at Bridges Creek; but a stone slab marks the site of the house.

On this slab is written: "Here, the 11th day of February, 1732, George Washington was born." We count differently than they did, so instead of having it on February 11th, we have it on February 22nd.

Washington's great-grandfather, John Washington, came from England to Virginia about 1657. It is generally thought that he belonged to one of the old Cavalier families that fought in behalf of Charles I, during the English civil war.

George Washington received a fair English education, but nothing more. He was a fine athlete and horseman and was fond of life in the woods. He became a skillful surveyor, and made a great deal of money. By the death of Lawrence Washington, an elder brother, George obtained possession of the estate at Mount Vernon, on the Potomac, a short distance below the present city of Washington.

When he was 21 years of age, he was sent by the governor of Virginia with messages to the French commander, west of the Allegheny mountains, and he served as a soldier all through the French and Indian war. That is where he learned to manage an army, and because he knew how, the people chose him commander when the colonies fought for their freedom.

George Washington was elected President, and after serving his second term he went back to Mt. Vernon.

He did not, however, live long to enjoy peace, for one December day as he was riding over his farm, he eaught cold and died, the 14th day of December in the year of 1799. This was a very sad day for America.

#### First Prize-Room 4, Loraine, Won by Martin Bukowski.

LORAINE SCHOOL, Momance, Ill., March 1, 1907.

Messrs. Abbott, Carnes & Co.,

28 Astor Place, Chicago, Ill.

Gentlemen:

Please send me, by exprsss, fifty-two (52) copies of Montgomery's American History.

We need the books at once. We have just found out that our supply is exhausted.

Very truly yours,

MARTIN BUKOWSKI.

#### Second Prize-Room 4, Loraine, Won by Ethel Davis.

179 Mulberry St., Momence, Ill., March 1, 1907.

Miss Mable Rush,

300 East Avenue, Joliet, Ill.

Dear Miss Rush:

In our conversation you were saying you had some new books in stock. Have you "Meadow Brook?" If you have please send it to me by return mail.

Yours sincerely.

JOHN JENKINS.



ST. PATRICK'S ACADEMY (Erected 1906.)



Scene on Kankakee River East of Momence.

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First Prize-Room 6, Central, Won by Daisy Hardy.

Momence, Ill., February 28, 1907.

Dear Nellie:

I received your letter not very long ago, and I will accept your invitation to visit you for a little while.

I think I can stay aout two weeks and no longer.

I shall be very glad to visit the parks and go to town.

Your loving cousin,

Rose E. Connerville.

Second Prize-Room 6, Central, Won by Anna Younglove.

Momence, Ill., February 28, 1907.

Dear Amy:

I received your letter today and was very glad to get it.

You asked me if I would come and stay with you three weeks, I asked mamma and I may come the 28th of March and stay till April 6th. I am planning to have a fine time. I must close now.

From your friend,

BESSIE STEWART.

First Prize-Room 4, Central, Won by Luella Custer.

CHICAGO, ILL., February 28, 1907.

Dear mother:

I am having a delightful time on my grandpa's farm.

I like to watch grandma feed the chickens, and I help her gather the eggs.

They have many things which I never saw before. I will come home in a week. Write often to me.

Your loving daughter,

BESSIE PAGE.

Second Prize-Room 4, Central, won by Clara Sorenson.

Снісадо, Ісл., Feb. 28, 1907.

Dear mother:

I reached Chicago safe last Saturday. I am having a very nice time.

Uncle Harold met me at the depot. After supper we went up town in the automobile. Aunt Minnie wants me to stay another week. Write and tell me if I can. Write soon. From your loving daughter,

MARION WHITE.

#### ~~~

#### Webster and the Poor Woman.

First Prize-Room 3, Central, Won by Harriet Halpin.

When Daniel Webster was going home one night an old woman was in front of him. Daniel Webster put some boards across to walk on. Daniel watched the old woman. She took the boards. Then she went far out of this town. She went into a little house. Daniel Webster was a kind-hearted man He didn't want to arrest her. The next day the old woman got a present. It was a load of wood to put in the fire. It was from Daniel Webster.

#### Webster and the Poor Woman.

Second Prize-Room 3, Central, won by Martha Franklin.

When Daniel Webster was going home one night, he saw a poor woman coming down the road. She got in front of Daniel. She saw an old board laying in the road. She picked it up and went home. On her way she was thinking of her poor children. Daniel Webster was a lawyer. Daniel would not arrest the old lady; for she was poor. The snow was on the ground and it was cold. One day Daniel bought the old woman a present. It was a load of wood.

#### The Farmer in the Dell.

First Prize-Room 2 Loraine, Won by Ruby Taylor.

At school we play "Farmer in the Dell."

We get a large ring and then we sing "The Farmer in the Dell."

Then the boy or girl is to choose his or her husband or wife as the case may be. If it is a girl, the girl has to choose a boy for her husband. And if it is a boy the boy takes a girl for his wife.

The wife takes the child.

The child takes the nurse.

The nurse takes the dog.

The dog takes the cat.

The cat takes the rat.

The rat takes the cheese.

And then we say the cheese stands alone.

The Game I Love Best.

Second Prize-Room 2, Loraine, Won by Hobart Barsalow.

The game I love best is "Clap in and Clap Out. It is a good game which is very interesting. We have chairs enough for all who are playing, and two rooms, one room has to be dark and one has to be light. The boys are to get back of the chairs in the light room and the girls in the dark room, and one of them is to be door tender. Another person goes around and asks the boys which girl they want, and after they find out they go into the other room and tell the girl to come and take a chair; if she sits in the right seat she stays in her own seat, and if she don't sit down in the right chair all of them clap their hands and she goes out.

First Prize—Room 1, Loraine, Won by Hazel Harrington.

Momence, Ill., February 26, 1907.

Dear Miss Dwyer:

My cousin Ethel and I was playing we were little red riding hood. I went over to a little girl's house all day Saturday. Then we came home and plad house. My cousin and I were playing in the swing and we had the most fun that night.

Your pupil,

HAZEL H.

Second Prize-Room 1, Loraine, Won by Willabel Wiltse

Momence, Ill., February 26, 1907.

Dear Miss Dwyer:

I work for mamma all morning and at night I bring some wood for mamma and when I get through with my work I play with my brother and sister and put the baby to sleep then after that I play with my dolly that is what I do on Saturday.

your loving pupil WILLABLE

#### High School Alumni.

Where State is not given it is Illinois.

#### CLASS OF '77.

Beers, (Jewett) Eva Hoxie, Kansas Brady, (Haslett) Mary, Momence Griffin, Eva, (deceased), Griffin, L. Emma, Momence Haslett, Eaton, merchant, Kelley, (McKinstry) Sarah Little, (Smithyman) Ida, Grant Park Thompson, Clara, teacher, Frankfort, Ind.

#### CLASS OF '82.

Corey, (Brown) Maggie, Marne, Iowa Moran, (Fitzgerald) Ella, Chicago McDonough (Hughes) Mary, Avon, S. D

#### CLASS OF '92.

Henry, (Chipman) Martha.

McDaniels, Frances, teacher,
Minzer, (Knighthart) Mary,
Paradis (Culver) Nora,
Reins (Riker) Florence,
Watson (Clark) Martha,

Momence
Cairo
Momence

"
Chicago

#### CLASS OF '93.

DuMontelle (Shrontz) Maud,
Griffin, Norman, bank clerk,
Griffin, Carrie,
Kenrich, Jay, book-keeper,
Lamb, Bertha, teacher,
Patrick, Maud, musician,
Sweet (Whitmore) Maude,
Momence
Momence

#### CLASS OF '94.

Buntain, C. M. Clay, attorney, Kankakee Culver, Frank, draughtsman, Chicago Heights Groves, Burr, clerk, Sparta, Wis Einsele (Nichols) Ethel, Chicago Krows, Ralph, reporter. Tacoma, Wash Longpre, Elmer, physician, Kankakee Burch, (Simonds) May, Momence Wilkinson, (Reins) Minnie. Kankakee Wilkinson, John, book-keeper,

#### CLASS OF '95.

Ellis, Gertrude, teacher,
Freeman, Harry, dentist,
Knaur, (Kious) Eva,
Kinney (Melby) Hilma,
Patrick, Jessica,
Pogue, Chas, monument dealer,
Crawfordsville, Ind
Safford, Edmund T., book-keeper,
West Superior, Wis
Sanstrom, Samuel (deceased).

Chicago

Willis, Fred, restauranteur,

CLASS OF '96.

Campbell, Magdalene,
Clarke, Elwyn J., Instructor,
Clark Fred O., clerk,
Culver, May C., musician,
Collier, (Drayer) Lena F.,
Gray, Jesse M., instructor,
Griffin, Ernest, book-keeper,
Landon Clara, kindergarten teacher,

Momence
Rolla, Mo
Spring Valley
Ortinville, Minn
Oconto Falls, Wis
Blairstown, N, J
Griffin, Ernest, book-keeper,
Landon Clara, kindergarten teacher,

Hoinke (Buffington) May, St. Anne Lane, Grayce, Momence

#### CLASS OF 98.

Bigelow, (Ingraham) Harriet E.,
Los Angeles, Cal.
Cleary, Will J., assistant Priest,
Dowling, Julia A., clerk,
Chicago
Durham, Bertha A., clerk.
Fountaine, Rosilda, teacher,
Dunn, (Gibson) Hattie May,
Hansen, Henry D., clerk,
Bos Angeles, Cal
Boise, Idaho

Dunn, (Gibson) Hattie May,
Hansen, Henry D., clerk,
Kelsey, J. Clare, draughtsman,
Beatty (Morgan,) Carrie,
O'Connell, (Simonds) Cora,
O'Donnell, Delia,
Los Angeles, Cal
Boise, Idaho
Chicago
Danville, Ky
Urich, Mo
Momence

#### CLASS OF '99.

Bukowski, Mary L., teacher,
Dennis, Harold, farmer,
Parsdis, Edna. musician,
Shaw, Norman,
Wagner, Josephine, clerk,
Tabler, Clyde, book-keeper,

Momence

#### CLASS OF '00.

Babin, Mattie M., Momence Chamberlain, Amos, farmer, Cleary, James, clerk, Clarke, Carroll C., Chicago Penfield Dwyer, Nellie, teacher, Felt, (Dennis) Lena, Grant Park Garrett, Leona, student, Champaign Gibaeult, Phoebe, teacher, Momence Harris, Will, farmer, Grant Park Johnson, Junia, teacher, Crete Coleman, (Lamport) Georgia, Brazil, Ind Morgan, Stephen, (deceased.) Porter, (Mckee) Bessie, Sheldon Porter, Edward, teacher, Sollitt, (Parmely) Idella, Pa Rice, Belle, teacher Momence Willis, Fred, postal clerk, Chicago Wallace, (Lamport) May, Grant Park

#### CLASS OF '01.

Brady, Mamie, teacher, Rose Lawn, Ind Burchard, Olive, teacher, Grant Park Hartman, (Clark) Frances, Momence Jackson, (Drayer) Alma J., Columbus, O. Dwyer, Josie V., teacher. Momence Independence, Kan Force, Ida M., Kankakee Gregoire, (Smith) Birdie S., Kelsey, Wayne, farmer, East Spokane, Wash Nadolni, Clara L., bookkeeper, Chicago Porter, George N., student, Terre Haute, Ind Smith, (Thurber) Lucile M., Grant Park Weaver, L. Ethel, teacher, Bradley

#### CLASS OF '02.

Cleary, Jennie M., teacher, Momence Cleary Elizabeth C., teacher, Dennis, Laura J., teacher, Pittman, (Freeman) Blanche M., Gibeault, Joseph A., merchant, Villa Grove Gibson, Laura J., nurse, Momence Hansffn, Anna M., teacher. 66 Kious, Maysie A., teacher, Nelson, Phoebe J., stenographer, Chicago Porter. Ezra B., teacher. Momence Seaman, Grace M., student, Northwestern Uni. Sergeant, (Vane) Estella, Momence

#### CLASS OF '03.

Baechler, Martha E., teacher, Castleton Bennett, Edith, bookkeeper, Grant Park Chipman, (Dayton) Flora M., Momence Garrett, Frank W., student, Univ. of Illinois Gray, Esther, student. Olivett, MIch Hanson, Sarah H., teacher, Momence Hanson, (Searls) Marion E., Chicago Miller, Blendena, teacher of painting, Momence Parish, Varnum A., student, Uni. Notre Dame Porter, Ivy B., teacher, Lake Village, Ind Porter, Niles I., teacher, Momence Pifer, (Spry) Carrie, Dyersburg, Tenn Wheeler, (Dayton) Edna J., Kankakee Weaver, Bonnibell O., South Bend, Ind Wilson, Blanche M., teacher, Grant Park

#### CLASS OF '04.

Clarke, Carrie L., student, Uni. of Illinois Cleary, Edward, student, Uni. Notre Dame Momence Chipman, Viola, teacher, Crosby, Lloyd, teacher St. Anne Crosby, Sadie A., Gibeault Myrtle, Momence Hess, Ina M., teacher, East Spokane, Wash Kelsey, Leigh, farmer, Momence Peterson, Agnes, teacher, Parmely, Clyde, student, Uni. of Illinois DePauw University Templeton, Anna, student, Momence Thurber, (Croman) Laura, Uni, of Illinois VanInwagen, Frank, student, Momence Wennerholm, Marie. Willis, Gilbert A., teacher, Wilson, Clara, teacher, **Grant Park** 

#### CLASS OF '05,

Bennett, Georgia, student,
Dwyer, Stella, teacher,
Garrett, S. Jay, student,
Garrett, Jessie, teacher.
Hazard, (Vane) Lola M.,
Selby, Hallie A., student,
Tabler, Virginia C.,

Uni. of Chicago
Momence

Momence

"
I. S. N. U., Normal

#### CLASS OF '06.

Buckner, Irene,
Cleary, Frank, student,
Fish, Nina,
Hanson, Will, clerk,
Johnson, Serina, teacher,
Pittman, Emma, teacher,
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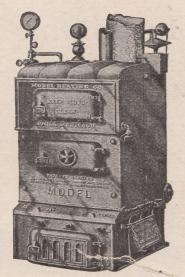
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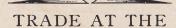


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